

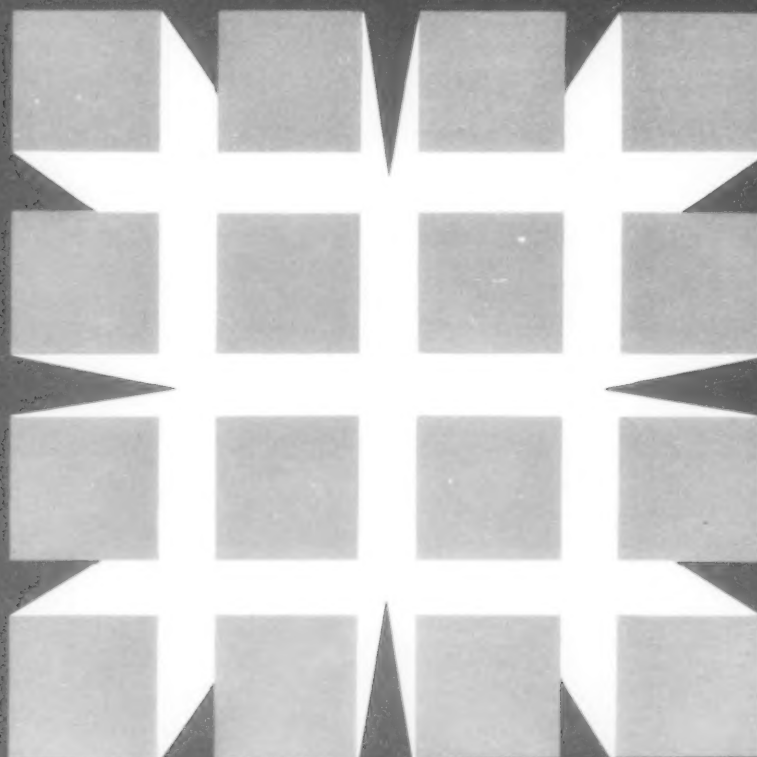
MAY 1997

VOLUME 32/NUMBER 5

RIE

RESOURCES IN EDUCATION

ED 402 417 — 403 375

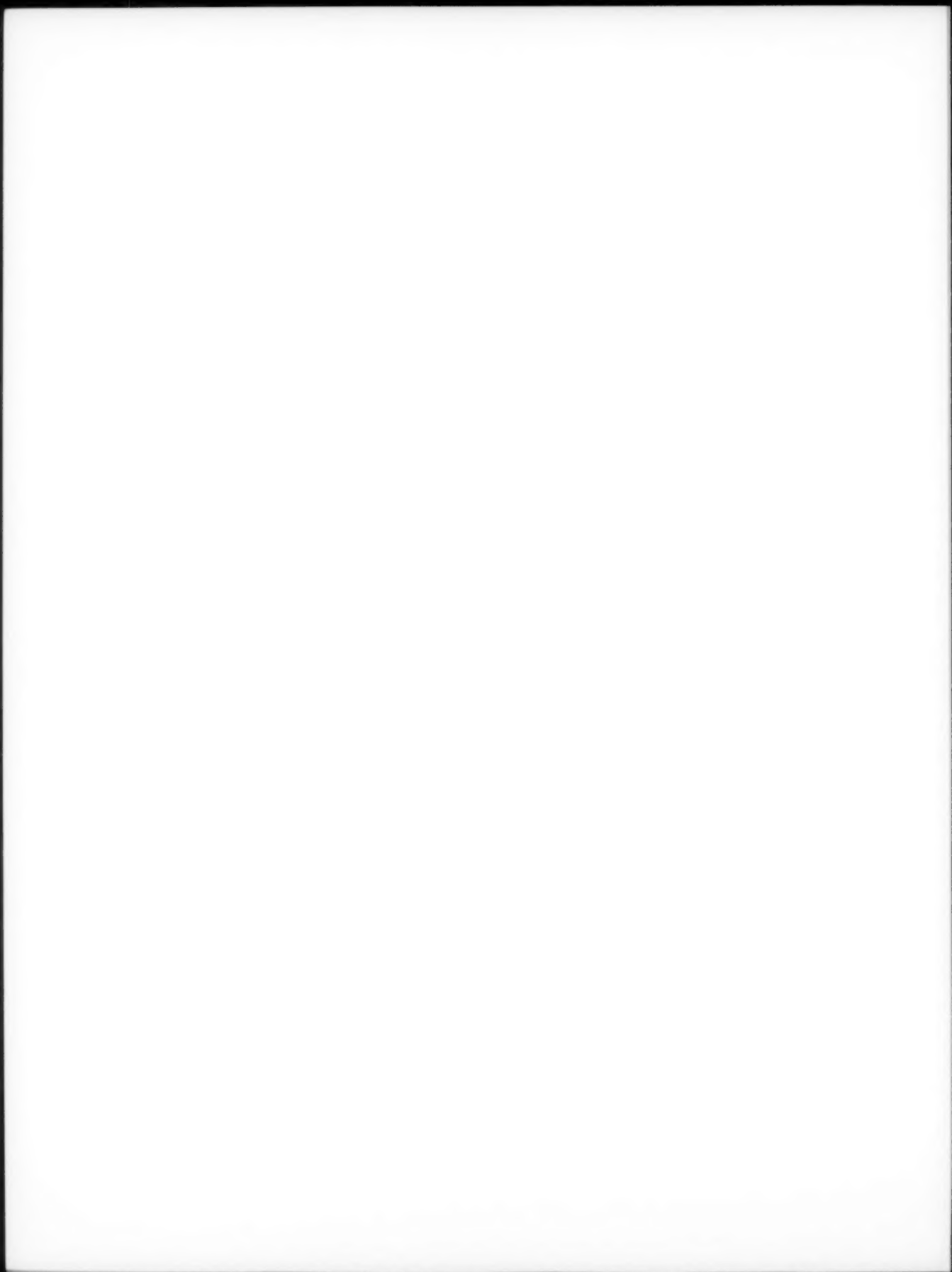


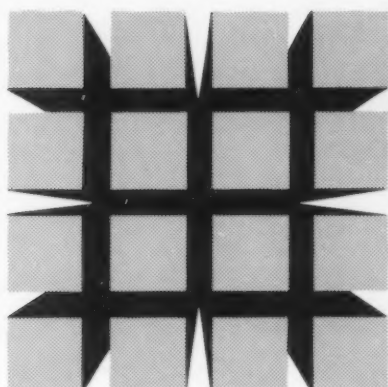
EDUCATIONAL RESOURCES

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U.S. DEPARTMENT OF EDUCATION





RIE

RESOURCES IN EDUCATION

ED 402 417 — 403 375

May 1997

Volume 32/Number 5

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EDUCATIONAL RESOURCES



INFORMATION CENTER

Resources in Education (RIE) is processed for printing by Computer Sciences Corporation, under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), and is published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. The contents of *RIE* do not necessarily reflect official OERI policy.

RIE is available on subscription (12 issues/year), or as individual issues, from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding prices should be directed to the Superintendent of Documents.

Selected Acronyms

CH	— Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	— Compiler
DHEW	— Department of Health, Education, and Welfare
Ed.	— Editor
ED	— Accession Number Prefix (ERIC Document)
	— Department of Education
EDRS	— ERIC Document Reproduction Service
EJ	— Accession Number Prefix (ERIC Journal Article)
ERIC	— Educational Resources Information Center
GPO	— Government Printing Office
MF	— Microfiche
NIE	— National Institute of Education
OE	— Office of Education
OERI	— Office of Educational Research and Improvement
PC	— Paper Copy
RIE	— <i>Resources in Education</i>
SN	— Scope Note
UF	— Used For

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(Continued on next card)

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Resources in education ... (Card 2)

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Introduction

Resources in Education (RIE) — A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
National Library of Education (NLE)
Office of Educational Research and Improvement (OERI)
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Washington, D.C. 20208-5720

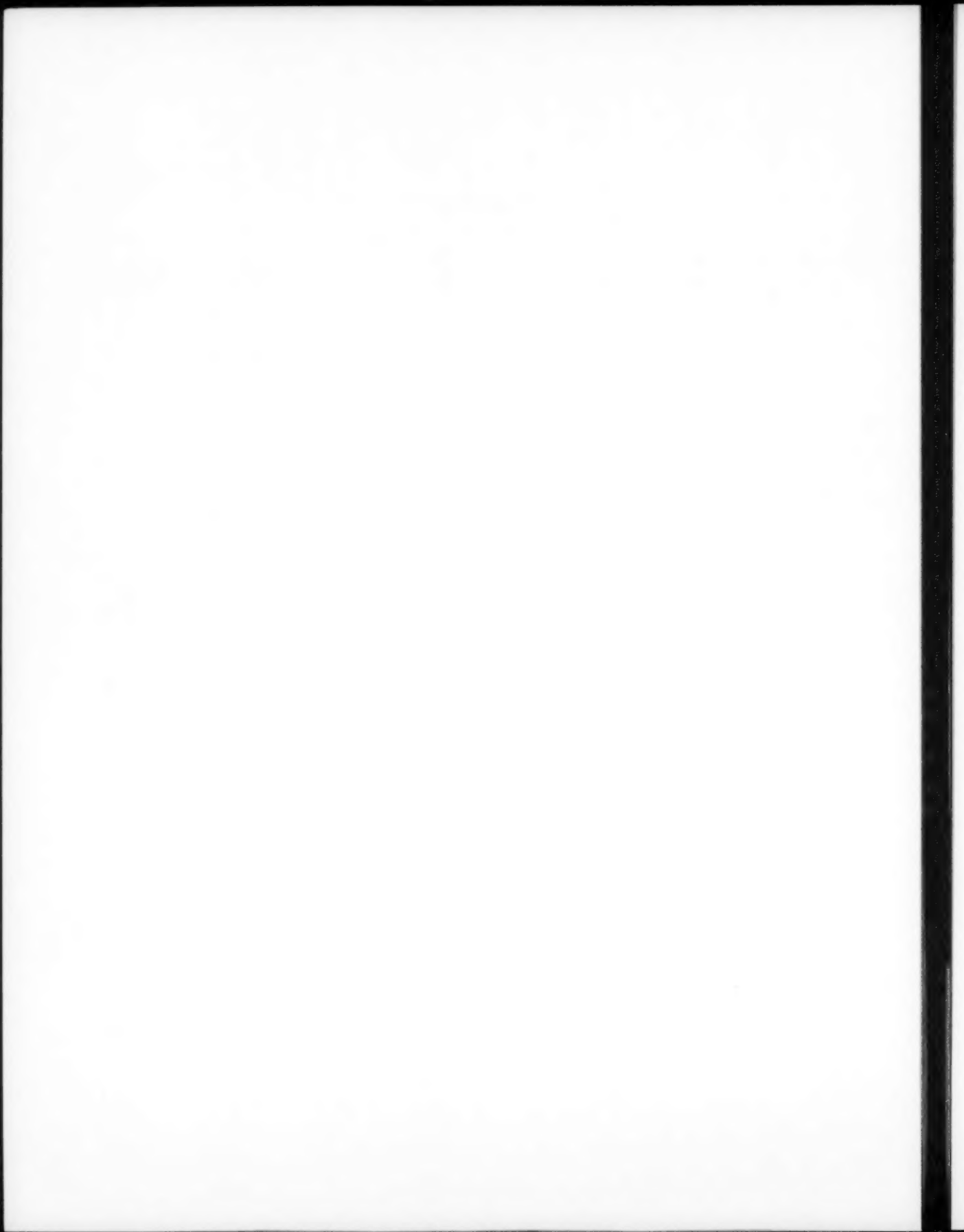
ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 Clearinghouses located at universities or with professional organizations across the country. These Clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The Clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with a prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent tissue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 1100 West Street, 2d Floor, Laurel, Maryland 20707-3598. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How to Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of RIE entitled "How to Order *Resources in Education*".



DOCUMENT SECTION

Sample Document Resume

(for *Resources in Education*)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.



Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA - ERIC Processing and Reference Facility	1	JC - Community Colleges	102
CE - Adult, Career, and Vocational Education	1	PS - Elementary & Early Childhood Education	112
CG - Counseling and Student Services	21	RC - Rural Education and Small Schools	126
CS - Reading, English, and Communication	26	SE - Science, Mathematics, & Environmental Education	131
EA - Educational Management	43	SO - Social Studies/Social Science Education	141
EC - Disabilities and Gifted Education	54	SP - Teaching and Teacher Education	150
FL - Languages and Linguistics	60	TM - Assessment and Evaluation	159
HE - Higher Education	71	UD - Urban Education	171
IR - Information & Technology	90		

AA

ED 402 417 AA 001 280
Resources in Education (RIE). Volume 32, Number 5.

Computer Sciences Corp., Laurel, MD.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Laurel, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISSN-0098-0897

Pub Date—May 97

Contract—RR94002001

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$77 (Domestic), \$96.25 (Foreign).

Journal Cit—Resources in Education; v32 n5 May 1997

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

RIE MAY 1997

CE

ED 402 418 CE 070 753
Hammond Workforce 2000: Literacy for Older Adults. Final Performance Report.

Hammond Public Library, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—30 Sep 94

Contract—R167A30253

Note—78p.; For a related report, see ED 361 007.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, Adult Learning, Adult Literacy, Computer Literacy, *Computer Uses in Education, *Learning Laboratories, *Library Extension, *Literacy Education, *Older Adults, Program Descriptions

Identifiers—*Hammond Public Library IN

From October 1993 to September 1994, a project provided equipment and materials to extend literacy efforts to older adults at the Hammond Public Library, Indiana. Notebook computers containing user-friendly software, used in coordination with the local Laubach Literacy Program, as well as books, audiocassettes, videocassettes, and BiFolk media kits, provided older adults with a multifaceted basis for learning. The portability of the notebook computers allowed learning to take place at the library as well as off site in senior residential housing and at senior group meetings. A third-party evaluation concluded that the project deviated from its goal of using computers to teach reading skills. The new focus on computer literacy was in response to the needs of participants, who were enthusiastic about the change. Suggestions for improvement included the following: better publicity, wider variety of computer programs, more depth in programs offered, and permanent availability of computers at project sites. A copy of the survey instrument used to evaluate this project precedes the report. (Attachments to the project report include the following: press releases; information from the videoconference, Technology: New Tools for Adult Literacy; a brochure listing available software; two data tables showing training schedules; a brochure, "Educational Opportunities for Older Adults"; Senior Day advertising flyers; a letter sent to labor organizations and clergy; and items from organizational newsletters.) (YLB)

ED 402 419 CE 071 217

Dougherty, Barbara B. Ellibee, Margaret A.

Curriculum Quality Standards for Vocational Education: A Guidebook.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—95

Contract—V051A30003-93A, V051A30004-93A

Note—84p.; Developed at the Center on Education and Work, University of Wisconsin-Madison NCRVE site.

Available from—NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Curriculum Evaluation, *Educational Quality, Instructional Material Evaluation, Postsecondary Education, Secondary Education, *Standards, *Vocational Education
Identifiers—*Quality Indicators

This guide to curriculum quality standards for vocational education begins with an outline of potential uses for the standards and indicators. The next section provides a list of the standards and indicators developed by the national task force of NCPQ (National Consortium for Product Quality). The standards guide the NCPQ curriculum review process. They are broad, qualitative ideals of what is valued in instructional products. The indicators represent essential attributes that support the standards and can be designed by the user to evaluate materials in an objective or measurable manner. These standards are listed: content, instructional, student assessment, and equity/diversity. The following section describes the two-phase process that is the NCPQ curriculum product review. The document concludes with a sample product review; a list of sources of technical assistance, including Internet sites, state vocational and technical education curriculum centers, and state liaison representatives; a glossary of terms, a list of NCPQ Task Force members; and NCPQ standards and indicators. Contains approximately 125 references. (YLB)

ED 402 420 CE 071 279

The Civic Index. A New Approach To Improving Community Life.

National Civic League, Denver, CO.

Pub Date—93

Note—31p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, *Citizen Participation, *Citizenship, *Citizenship Responsibility, Community Action, Community Change, *Community Development, Community Organizations, Community Planning, *Community Resources, Community Responsibility, Community Role, Economic Development, Leadership, Leadership Responsibility, Policy Formation, *Quality of Life, Urban Improvement, Volunteer Training, Volunteers

This "Civic Index" is intended to help communities evaluate and improve their civic infrastructures, as well as look at the issues and find approaches to dealing with them. The 10 components of the Civic Index serve as a description of the types of skills and processes that must be present for a community to deal effectively with its unique concerns. The Civic Index is meant to assist communities in developing their problem-solving capacity by providing a method and a process for first identifying and recognizing their strengths and weaknesses and then structuring collaborative approaches to solving shared problems. The 10 components of the index are the following: (1) civic participation; (2) community leadership; (3) government performance; (4) volunteerism and philanthropy; (5) intergroup relations; (6) civic education; (7) community information sharing; (8) capacity for cooperation and consensus building; (9) community vision and pride; and (10) intercommunity cooperation. Each component includes a checklist with which communities can evaluate their situation. The publication also contains 96 references (some annotated), a list of the programs of the National Civic League, and a list of the officers and directors of the organization. (KC)

ED 402 421

CE 072 157

Rutkowski, Susie And Others

Project PEER: Planning for Employment Using Educational Resources. Job Club Manual. A Resource Activity Guide. Second Edition.

Great Oaks Inst. of Technology and Career Development, Cincinnati, OH.

Pub Date—95

Note—229p.; Project PEER was originally funded by the Ohio Developmental Disabilities Planning Council.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, *Clubs, *Communication Skills, *Daily Living Skills, *Disabilities, Employment Interviews, High Schools, Integrated Activities, Interpersonal Competence, *Job Search Methods, Junior High Schools, Learning Activities, Money Management, Self Esteem, Student Organizations, *Vocational Adjustment

Identifiers—*Job Clubs

This guide, which is intended for individuals involved in planning/operating job clubs for disabled and/or nondisabled junior and senior high school-aged students, contains directions for conducting more than 60 activities in job club settings. The activities are organized into the following seven categories, which have been identified as critical to creating positive work habits and attitudes: self-esteem; communication; job search; interviewing; keeping a job; money management; and independent living. The activities have all been designed to be used with small groups of 6-12 students in weekly sessions lasting 40-50 minutes. Each of the guide's seven sections begins with a brief discussion of why the skill covered in the section is critical to finding and keeping a job. Each activity is outlined on an activity sheet that includes some/all of the following: activity name, purpose, audience, materials required, implementation strategies, issues to be aware of, and length of time. Among the types of activities included are the following: quizzes; paper-and-pencil activities; games; drawing; self-evaluation; group discussion;

public speaking; role playing; and simulation of television game shows. (MN)

ED 402 422

CE 072 591

Croxford, Linda And Others

The Early Impact of Youth Credits in England and Wales. CES Briefing No. 7. Edinburgh Univ. (Scotland). Centre for Educational Sociology.

Spons Agency—Department for Education and Employment, London (England); Economic and Social Research Council, Lancaster (England).

Pub Date—Jul 96

Note—5p.

Available from—Centre for Educational Sociology, University of Edinburgh, 7 Buccleuch Place, Edinburgh EH8 9LW, Scotland, United Kingdom (free).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dropout Programs, Dropouts, Educational Finance, *Federal Aid, Foreign Countries, *Job Training, Labor Force Development, Program Effectiveness, Program Evaluation, Secondary Education, *Vocational Education, *Youth Programs

Identifiers—*England, *Wales

A project analyzed the impact of Youth Credits, a new system for funding youth training. The system was introduced as a pilot project by 10 English/Welsh Training and Enterprise Councils (TECs). Focus was on early school leavers' participation in training and on their achievement of vocational qualifications. Data were obtained from the Youth Cohort Study (YCS), a nationally representative postal survey of age cohorts in England and Wales. The YCS provided before-after data and control group data. The TEC areas in which Youth Credits were first piloted varied widely. On average, they had higher proportions of nonwhite youth, but were, in other respects, representative of England and Wales. Girls' rates of staying in full-time education rose faster in the pilot areas than elsewhere. Youth Credits had no effect on unemployment rates among those who left education. Youth Credits did not increase the total level of training among 16-year-old school leavers but did increase the proportion of training that was employment based and the proportion that was government supported. Youth Credits appeared to have a redistributive effect. They increased participation in government-supported training among young workers with medium or high attainments on the General Certificate of Secondary Education (GCSE), but reduced it among those with no GCSE grades. Government-supported training helped to compensate for inequalities in access to nongovernment training among early school leavers. It was also more likely to lead to vocational qualifications. (YLB)

ED 402 423

CE 072 892

Farlin, Cynthia, Ed.

Adult Career Counseling Center. Thirteenth Annual Report, September 1995-June 1996.

Oakland Univ., Rochester, MI. Adult Career Counseling Center.

Pub Date—96

Note—71p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Adult Programs, Annual Reports, *Career Counseling, Case Studies, Client Characteristics (Human Services), *Computer Uses in Education, Cooperative Planning, Coordination, *Counseling Services, Counselor Training, Inservice Education, Participant Satisfaction, Postsecondary Education, Practicums, Program Development, Program Implementation, Public Relations, Research Projects

Identifiers—*Computer Assisted Counseling, Michigan Occupational Information System, System of Interactive Guidance and Info Plus

During 1995-1996, the Adult Career Counseling Center (ACCC) at Oakland University in Rochester, Michigan, provided the following services at no charge to 779 adult clients: career information, advice in resume preparation/interviewing skills,

and referral information. Four graduate assistants from Oakland University's Master of Arts in Counseling Program facilitated the services. The following computer-assisted career guidance systems were also available to clients: DISCOVER for colleges and adults; System of Interactive Guidance and Information Plus; Michigan Occupational Information System; Resume Writer; CHOICES CT; FOCUS II, and the Internet. Of the ACCC's clients, 74% were female 48% were between the ages of 20 and 31 years, 85% were white, 42% had a Bachelor's degree, and 44% were employed full time. Of those clients who completed the ACCC's exit survey, 95% considered the ACCC's computer services extremely helpful/helpful and 100% considered the guidance they obtained from advisors extremely helpful/helpful. The ACCC uses numerous public relations strategies (referrals, visitors, press releases, outreach efforts, projects, conferences), and maintains an inservice training program. (Three case studies and 12 figures/tables are included. Appended are the following: brief report of the Pontiac ACCC; descriptions of auxiliary grant-supported services; ACCC brochure; and information regarding career counseling resources at Oakland University.) (MN)

ED 402 424

CE 073 026

Communicating for Success. How Better Workplace Communication Can Work for You.

Australian Dept. of Employment, Education and Training, Canberra.

Report No.—ISBN-0-642-20064-5

Pub Date—Jan 94

Note—25p.

Available from—Literacy and ESL Section, Commonwealth Dept. of Employment, Education and Training, GPO Box 9880, Canberra, Australian Capital Territory 2601, Australia.

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, Adult Literacy, Communication Audits, Computer Literacy, *Education Work Relationship, Educational Benefits, Educational Needs, Educational Practices, Financial Support, Foreign Countries, Information Sources, *Literacy Education, Material Development, *Organizational Communication, Productivity, Program Development, *Total Quality Management, *Training Methods, *Workplace Literacy

Identifiers—*Australia

This magazine, which is designed for managers of Australian companies who are interested in raising their firms' productivity and meeting quality standards by developing a comprehensive approach to workplace communication, includes a variety of materials for and about improving communication within their organization. Most of the magazine is devoted to profiles of seven Australian companies that have boosted their productivity and raised their employees' performance by a variety of workplace communications improvement strategies including the following: redesigning customer forms and circulars; eliminating jargon from company documents; providing computer-based training; and using computers to communicate. Also included throughout the magazine are the following: discussion of the role of organizational communication in total quality management; tips for developing/revising documents; hints for effective communication; common myths about being reader friendly; picking a communication problem to solve; lists of the benefits of reader-friendly documents; list of seven suggested readings regarding good communication; and sources of funding and technical assistance. (MN)

ED 402 425

CE 073 032

Training: Make It Pay. A Resource Kit for Planning Training Programs.

Australian Dept. of Employment, Education and

Training, Canberra.
Report No.—ISBN-0-642-19914-0
Pub Date—93
Note—50p.

Available from—Literacy and ESL Section, Commonwealth Dept. of Employment, Education and Training, GPO Box 9880, Canberra, Australian Capital Territory 2601, Australia.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, *Adult Literacy, *Education Work Relationship, Educational Benefits, Educational Needs, Educational Practices, Financial Support, Foreign Countries, *Information Sources, Integrated Curriculum, Job Training, *Literacy Education, Productivity, Program Development, *Training Methods, *Workplace Literacy Identifiers—*Australia

This resource kit, which is intended as a tool for training managers and training providers interested in planning language and literacy training programs for workplaces throughout Australia, consists of a magazine and three booklets detailing the following: the benefits of language and literacy training, sources of further information, and successful training practices used by specific Australian firms. Included in the magazine are the following: discussion of the critical role of effective communication in the workplace of the 1990s; profiles of 10 Australian firms with successful language and literacy programs, with special emphasis on promising practices and the productivity gains achieved as a result of literacy training; crucial points about communication training; tips for recognizing literacy problems; guidelines for starting a literacy course; lists of funding opportunities, eight key competencies for productivity, useful resources, and organizations providing technical and financial assistance; and guidelines for choosing the right trainers. The first booklet presents facts about literacy in Australia and explains how to incorporate language and literacy into training programs. In the second booklet, successful managers describe how their companies have benefited from language and literacy training. The third booklet is an extensive Australia-wide list of service providers and the services they offer. (MN)

ED 402 426 CE 073 034

Introduction to the Council.

Further Education Funding Council, Coventry (England).

Pub Date—Jul 96

Note—37p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accountability, Adult Education, Agency Cooperation, *Agency Role, *Educational Planning, *Financial Support, Foreign Countries, Information Dissemination, Legal Responsibility, Postsecondary Education, Program Evaluation, *Public Agencies, *Vocational Education

Identifiers—*England, *Further Education Funding Council (England)

This booklet presents basic information about the Further Education Funding Council, which was established in 1992 to ensure the sufficiency and adequacy of further education facilities throughout England. Discussed first are the council's main responsibilities: ensuring sufficient further education opportunities for young people and adults throughout England; ensuring that the needs of students with learning difficulties/disabilities are met; and making arrangements to assess the quality of further education funded by the council. Examined next are the council's activities in the following areas: funding further education; meeting the need for further education; assessing the quality of further education; and providing information about further education. Other topics discussed are as follows: the council's formal status and accountability; its relationship with further education colleges; its regional structure; its operation in advisory, developmental, and regulatory capacities; and its budget. Appended are lists of the following: council aims; the council's legal duties; institutions that the council

may fund; courses that the council may fund; council funding arrangements; membership of the council; chairmen of the regional committees; management group and senior staff; council regional offices; and council publications. Also included is a council regional map. (MN)

ED 402 427 CE 073 038

Worth More Than We Earn: Fair Pay for Working Women [and] What Works: Fair Pay for Working Women.

Women's Bureau (DOL), Washington, D.C.

Pub Date—96

Note—20p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Development, *Change Strategies, Clearinghouses, *Employed Women, *Employment Practices, *Information Sources, Public Sector, *Salary Wage Differentials, Sex Fairness

Identifiers—*Fair Pay Clearinghouse

This guide, which is designed for women interested in learning about successful fair pay initiatives and ways of achieving fair pay, profiles organizations offering information about fair pay and summarizes selected achievements of women employed by state, county, and city governments and private employers. Presented first is background information about the Fair Pay Clearinghouse, which was created by the U.S. Department of Labor's Women's Bureau to help employed women access information about successful strategies for achieving pay equity. Next, unions, coalitions, and job evaluation studies are discussed as possible first steps toward achieving fair pay. In the remainder of the guide, the possible outcomes of those strategies are illustrated through profiles of fair pay initiatives and their effects in the following locations: Minnesota state government; Connecticut state government; Yale University; the government of Maryland's Montgomery County; the Los Angeles city and county governments; and Santa Clara County, California. Concluding the guide are the addresses of the 10 regional offices of the Women's Bureau. (MN)

ED 402 428 CE 073 049

Illinois Adult Education and Literacy. Annual Report 1995.

Illinois State Board of Education, Springfield.

Pub Date—95

Note—14p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Adult Basic Education, *Adult Literacy, Adult Programs, Annual Reports, *Educational Needs, Educational Objectives, Educational Technology, Enrollment, *Financial Support, *Literacy Education, Program Development, Program Implementation, Secondary Education, *Statewide Planning, Student Characteristics, Systems Approach

Identifiers—*Illinois

During fiscal year 1995, more than \$29 million was spent on adult education and literacy programming in Illinois, with federal, state, and public aid accounting for 36%, 30%, and 34% respectively of all funds. Of those funds, 77% were spent on direct instruction. The 107 adult education/literacy programs offered in Illinois' 4 planning regions in 1995 provided instruction in the following areas: adult basic education; literacy; and adult secondary education (including General Educational Development test preparation, high school credit courses, vocational training for entry-level employment, life-coping skills, parenting skills, citizenship, English as a second language, and classes to prepare public assistance recipients for employment). The state's 105 administrative agencies for the provision of adult education/literacy provided a total of 830,386 units of instruction to 114,230 students (of whom 6% were Asian, 21% were Black, 37% were Hispanic, and 35% were white) at over 600 sites. Recommendations to improve Illinois' adult education/literacy services included the following: work with state-level stakeholders to craft legislation providing a stable, equitable, performance-based

base of funding for providers; foster partnerships to develop technology resources, training/professional development, delivery strategies, and evaluation activities; and make education professionals and policymakers an integral part of strategic planning/implementation efforts. (MN)

ED 402 429 CE 073 054

Horne, Herbert R., Jr. And Others

Need for Staff Development Training in Identification of Learning Disabled Students. A Discussion Paper.

Pub Date—9 Nov 95

Note—13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 9, 1995).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Educators, *Adult Students, *Disability Identification, Educational Needs, Educational Practices, *Inservice Teacher Education, *Learning Disabilities, Staff Development, State Surveys, Teaching Methods

Identifiers—*Mississippi

The extent to which Mississippi teachers receive specific training regarding screening for learning disabilities and teaching learning-disabled adults was examined through a mail survey of all 81 of Mississippi's adult education supervisors. Of the 36 supervisors who returned usable questionnaires (a 44% response rate), 5 (13.9%) did not attempt to screen for learning disabilities. Of the 10 respondents (27.7%) reporting using a screening instrument, however, only 2 used an instrument appropriate for screening for learning disabilities. Teacher observation was the screening tool of choice for 25 (69.4%) supervisors, 13 (36.1%) checked students' records, and 25 (69.4%) asked students whether they had been diagnosed as having a learning disability. At least 2 screening methods (instrument, observation, records, and/or asking) were used in 27 of the 31 programs where screening was practiced. Ten supervisors (27.7%) reported providing training for teachers in identifying and teaching learning-disabled students. Where training was provided, it ranged from 1-20 hours per year. Many of the adult education supervisors failed to display an effective grasp of learning disabilities concepts. (Contains 24 references.) (MN)

ED 402 430 CE 073 055

Rinehart, Eric Bouie-Scott, Barbara

Proposal Writing: The Basic Steps in Planning and Writing a Successful Grant Application.

Illinois State Dept. of Commerce and Community Affairs, Springfield.

Pub Date—Nov 94

Note—62p.; Originally published in 1990 as "Proposal Writing: A Basic Primer."

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, *Grantsmanship, Information Sources, Nonprofit Organizations, *Philanthropic Foundations, *Program Proposals, *Proposal Writing, Strategic Planning, *Technical Writing

Identifiers—*Illinois

This guide is designed to help community program developers and planners plan and prepare successful proposals for project funding. Part 1, which examines the strategic planning required before a proposal is written, examines the processes of assessing needs (empirical data collection, common sources of statistical data, and data analysis and interpretation) and developing strategies. Discussed in part 2 are the following steps in preparing for a proposal request: obtaining local support and determining possibilities of renewal; getting expert advice/technical assistance; locating funding sources (government agencies, corporations, and foundations); and submitting the proposal (selecting proper funding agencies, timing proposals, identifying contacts/decision makers, and tracking contacts). Section 3 begins with a list of proposal writing tips and describes the following proposal components: cover letter, summary, introduction,

problem statement, objectives, methodology, and evaluation. Part 4 explains the essential elements of a complete, well-structured budget (with special emphasis on typical line item costs and the concepts of matching share, cash flow, and future funding), and part 5 lists elements typically included in a proposal's appendix. Concluding the guide is an annotated bibliography of 61 sources of funding information, technical assistance guides, and electronic resources for grantseekers. (MN)

ED 402 431 CE 073 060

An Evaluation Plan for the Saginaw Valley School-to-Work Partnership Serving the Counties of Arenac, Bay, Midland, and Saginaw, Michigan.

Saginaw Public Schools, MI. Dept. of Evaluation, Testing, and Research.

Spons Agency—Michigan State Jobs Commission, Lansing.

Pub Date—Nov 96

Note—154p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Data Analysis, *Data Collection, Data Processing, Database Management Systems, *Databases, *Education Work Relationship, Evaluation Methods, *Management Information Systems, Measurement Techniques, Planning, Postsecondary Education, *Program Evaluation, Secondary Education

Identifiers—*Michigan

This publication describes an evaluation design developed to assess school-to-work (STW) efforts throughout the Saginaw Valley STW Partnership area in Michigan. An introduction is followed by an overview of the aim of evaluation. Section 3 describes how the variables pertinent to the evaluation of the STW program initiative were identified, defined, and classified. It discusses sources for a matrix used to specify the variables for which data were to be gathered. The final form of the matrix is included. Variables in the evaluation plan are then listed. Section 4 details the methods, procedures, and instruments developed to collect information on the variables pertinent to the evaluation. Three lists are provided: STW data collection instruments, data from existing sources, and methods of STW data collection. Section 5 addresses two additional considerations for implementing the evaluation plan: agents and funding. Section 6 presents how the variables pertinent to the evaluation plan might best be stored, amalgamated, and reported through a management information system (MIS) database and data analyses. Section 7, on reporting, covers reporting formats and timelines. The report contains 19 references and 63 supplemental STW references. The bulk of the document consists of appendices that contain the following: lists of evaluation elements; data collection instruments; directory of contact persons; brief discussion of sampling methodology; sample employment education development plans; outline of an STW MIS; outlines of actual evaluation reports; and STW glossary. (YLB)

ED 402 432 CE 073 062

Parenting Education Supplement for Family and Career Transitions Resource Guide.

Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

Pub Date—92

Note—330p. For a related resource guide, see ED 363 704.

Available from—Vocational Instructional Materials Laboratory, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. HE-FACT-PS, \$18).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Adult Education, Adult Students, Behavioral Objectives, Child Development, Empowerment, *Family Life Education, *Family Work Relationship, *Home Economics, Learning Activities, Learning Modules, Lesson Plans, *Parenthood Education, Resource

Materials, Secondary Education, Special Needs Students, *Statewide Planning

Identifiers—*Ohio

This guide, which was developed to assist instructors of several Ohio programs for special adult audiences (including programs for displaced homemakers, dislocated workers, single parents who are school dropouts, and adults needing help coordinating work and family roles), contains a series of curriculum modules devoted to selected aspects of parenting that are especially relevant to adults involved in career and family transitions. The modules are designed not as a parenting program to be taught from beginning to end but rather as a resource for planning and conducting learning activities with parents. The following topics are covered in the 16 modules: seeking empowerment as a parent (accepting the responsibilities of parenting, adjusting to parenthood, enhancing self-esteem, extending love and caring, communicating with children, and guiding children); meeting children's developmental needs (understanding levels of development and meeting play, nutritional, health/wellness, and safety needs); and parenting in families and communities (understanding families' influence on parenting, dealing with special parenting circumstances, understanding the shared responsibility between families and society, utilizing community resources, and balancing working and parenting). Each module includes some/all of the following: intended outcomes; concepts and process skill(s) and strategies to teach each concept; student handouts; and learning activities. (MN)

ED 402 433 CE 073 063

West, James S. Hunady, Ronald J.

Action Plan for Communicating and Marketing the Work and Family Life Program.

Pub Date—93

Note—157p.; Prepared for the Ohio Vocational Home Economics Association.

Available from—Vocational Instructional Materials Laboratory, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. WFL-ACPL, \$5).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Educational Benefits, *Family Life Education, Family Work Relationship, *Home Economics, Information Dissemination, Intermediate Grades, *Marketing, Middle Schools, Public Relations, *Publicity, Secondary Education, *Statewide Planning, Strategic Planning

Identifiers—*Action Plans, *Educational Marketing, Ohio

This information packet is designed to help Ohio's high school and middle/junior high school teachers develop a plan to communicate and market the state's work and family life program to various constituencies (students, parents, guidance counselors, school boards, and the general public). Discussed first are the rationale for and intended results of action plans. Next, the following aspects of marketing the work and family life program are examined: elements and benefits of marketing (product, positioning, promotion, price); steps in promoting the work and family life program (the basics, client groups, objectives for promotion, and prerequisites for effective promotion); and promotion methods to achieve awareness of the program, "presell" it, and achieve action. Concluding the packet are the following: suggested facts to use in communication/promotion; sample benefits of the program to students and society; guidelines for handling objections to the program; and suggested action plan sequence. Appended are the following: hints for using promotional methods for various client groups; sample facts and quotations for use in communicating/promoting the work and family life program; sample materials for promoting the program (testimonials, guidelines for developing news releases, sample action planning form, and sample question-and-answer sheet); and handout and transparency masters. (MN)

ED 402 434

CE 073 064

Allenspach, Dee And Others

Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit.

Ohio State Univ., Columbus. Vocational Instructional Materials Lab.

Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.

Pub Date—96

Note—111p.

Available from—Vocational Instructional Materials Laboratory, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. WFLAG, \$30).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Conferences, *Consumer Education, Decision Making, Evaluation Methods, *Family Life Education, Group Discussion, *Home Economics, Informal Assessment, Interviews, Journal Writing, Learning Activities, *Performance Based Assessment, Performance Factors, Portfolio Assessment, Records (Forms), Secondary Education, *Student Evaluation

Identifiers—*Alternative Assessment, Graphic Organizers, Ohio

This manual, which is designed for home economics teachers who are interested in using alternative forms of student assessment, shares current thinking, research, and practices regarding the use of alternative forms of assessment in family and consumer sciences occupational programs. The manual is divided into three parts. Part 1, which is devoted to the concept of assessment, presents information and teacher activities on the following topics: definition of assessment; assessment-related terms; differences between conventional and authentic assessment; qualities of effective assessment; and purposes of assessment. Discussed in part 2 are the following assessment process activities: connecting learning and assessment; reporting and using results; and managing alternative assessment. Part 3, which constitutes approximately 75% of the manual, begins with an overview of alternative assessment approaches and contains handouts and instruments for use in designing/conducting the following types of alternative assessment: testing; product/project assessment; performance assessment; process skills assessment; conferences and interviews; decision-making matrices; graphic organizers; class/group discussion; journals and learning logs; observations; portfolios; questioning; rubrics; and scoring sheets. A wide variety of assessment tools is provided, including samples, templates, checklists, sample forms and letters, and tip sheets. Contains 28 references. (MN)

ED 402 435

CE 073 065

Taylor, George R. And Others

A Synopsis of Minorities in the Workplace: 1900-2000.

Pub Date—96

Note—39p.; Tables contain light broken type which may not reproduce well.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Blacks, Civil Rights Legislation, Employed Women, *Employer Employee Relationship, *Employment Patterns, *Employment Practices, Employment Problems, Employment Statistics, *Equal Opportunities (Jobs), Futures (of Society), *Minority Groups, Whites

Data reported by the U.S. Department of Labor, Bureau of Labor Statistics, and Bureau of the Census, and a literature review were used to develop comparative descriptive profiles of the employment status of white U.S. minorities in the workplace. In addition, these data were used to show the progression of African Americans into the workplace from the 1940s onward, especially the progression from service occupations to white-collar occupations concomitant with the passage of civil rights and affirmative legislation from the 1940s to the 1960s. Data assessed covered a broad period from 1900 through projections into the year 2000. Findings

from these data sources indicated that multicultural diversity in the workplace is an idea whose time has come. Simply passing legislation does not ensure that meaningful integration and inclusion will occur. Management must set the tone and climate at the workplace and be committed to the integration and inclusion initiative. Many major U.S. corporations have taken that position and have begun multicultural affirmative action and recruiting programs. Data were summarized and specific recommendations were made to improve the conditions of minorities in nontraditional work roles. (Contains 12 references.) (Author/KC)

ED 402 436 CE 073 070

Bartel, Ann P. *Sicherman, Nachum*

Technological Change and the Skill Acquisition of Young Workers. National Longitudinal Surveys Discussion Paper.

Bureau of Labor Statistics, Washington, DC.

Report No.—NLS-95-26

Pub Date—Apr 95

Note—77p.

Available from—Bureau of Labor Statistics, Office of Economic Research, Washington, DC 20212-0001.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Education, Adult Education, Trends, *Industrial Training, Longitudinal Studies, *Manufacturing Industry, National Surveys, *On the Job Training, Postsecondary Education, Productivity, *Skill Development, Tables (Data), *Technological Advancement, Training Objectives, Trend Analysis

Identifiers—*National Longitudinal Survey of Youth

Data from the National Longitudinal Survey of Youth and several alternative data sets containing proxies for industries' rates of technological change (including the Jorgenson productivity growth series, National Bureau of Economic Research productivity data, and the Census of Manufacturers series on investments in computers, the Research and Development/sales ratio in the industry, the industry's use of patents, and a measure of the rate of innovation obtained from a survey of research and development managers) were analyzed to determine the following: how technological change affects training investments for workers with different levels of experience, whether technological change increases training of both entry-level and more experienced workers, and whether technological change increases the pool of trainees. The analysis was restricted to company training, and the effect of technological change on likelihood of company training was estimated through a logit framework and regression analysis. All six proxies for technological change had a positive and significant effect on incidence of training in the manufacturing sector. Technological change attenuated the impact of education on training. Although the measured effects of the technological change variables proved larger for individuals with less than 1 year of tenure, all of the technological change proxies also had positive and significant effects on longer-tenured workers. Technological change increased training at the extensive margin, thus increasing the pool of trainees. (Thirteen tables/figures and 38 references are included.) (MN)

ED 402 437 CE 073 071

Light, Audrey

High School Employment. National Longitudinal Surveys Discussion Paper.

Bureau of Labor Statistics, Washington, DC.

Report No.—NLS-95-27

Pub Date—Jun 95

Note—63p.

Available from—Bureau of Labor Statistics, Office of Economic Research, Washington, DC 20212-0001.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, *Education Work Relationship, *Employment Patterns, *High School Graduates, High Schools, In-

come, Longitudinal Studies, Models, National Surveys, *Salary Wage Differentials, Student Characteristics, *Student Employment

Identifiers—*National Longitudinal Survey of Youth

National Longitudinal Survey of Youth data characterizing a racially heterogeneous sample of 1,897 male and female high school graduates were analyzed to determine the impact of employment while in high school on subsequent wages. The sample was segmented by gender and amount of work experience gained while in high school, and several wage models were identified for calculating the net effect of high school employment on subsequent wages by controlling for a series of observed and unobserved factors. Among the study's main conclusions were the following: (1) 80% of males and 73% of females work at some point during their junior or senior year, with males and females averaging 10.5 and 8.3 hours per week over the academic year, respectively; (2) more than 70% of students who work more than 20 hours per week are white, and compared with their counterparts, most receive substantially less postsecondary schooling, take fewer credits in grades 11-12, and receive lower grades in academic subjects; and (3) models designed to avoid the shortcomings of past models indicate no significant wage premium associated with high school employment except among individuals who work more than 20 hours per week while in high school. (Twenty tables/figures and 22 references are included.) (MN)

ED 402 438 CE 073 073

Dunn, Thomas Holtz-Eakin, Douglas

Capital Market Constraints, Parental Wealth and the Transition to Self-Employment among Men and Women. National Longitudinal Surveys Discussion Paper.

Bureau of Labor Statistics, Washington, DC.

Report No.—NLS-96-29

Pub Date—Aug 95

Note—80p.

Available from—Bureau of Labor Statistics, Office of Economic Research, Washington, DC 20212-0001.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Capital, Comparative Analysis, Employment Patterns, *Family Financial Resources, Females, Longitudinal Studies, Males, National Surveys, *Parents, *Predictor Variables, *Self Employment, *Sex Differences, Trend Analysis

Identifiers—Impact Studies, Intergenerational Factors, *National Longitudinal Survey Labor Market Ex

The effects of parental wealth and human capital on the probability of an individual entering self-employment and the relationship between gender and propensity toward self-employment were examined through an analysis of data from the four original cohorts of the National Longitudinal Survey (NLS) of Labor Market Experience. The data sets represented 11-15 survey years for each cohort and included demographic and income variables and education, self-employment, and asset measures. Among the study's main conclusions were the following: (1) although the annual rate of self-employment reaches only 15%, self-employment touches one-fifth of young men and occupies nearly one-half of their early careers; (2) self-employment among young women is roughly one-third lower than among young men; (3) parental history of self-employment is associated with a probability of entering self-employment but not with intensity of self-employment or age at which self-employment begins; (4) asset holdings are positively correlated with self-employment among young men but not among young women; (5) a moderate relationship exists between self-employment and parental wealth; and (6) own-wealth accumulation aids self-employment among young men but not young women. (Contains 17 references. Appended are a summary of NLS data sets and 20 tables.) (MN)

ED 402 439

CE 073 074

Grögger, Jeff Ronan, Nick

The Intergenerational Effects of Fatherlessness on Educational Attainment and Entry-Level Wages. National Longitudinal Surveys Discussion Paper.

Bureau of Labor Statistics, Washington, DC.

Report No.—NLS-96-30

Pub Date—Sep 95

Note—52p.

Available from—Bureau of Labor Statistics, Office of Economic Research, Washington, DC 20212-0001.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Blacks, Comparative Analysis, *Educational Attainment, Employment Patterns, *Entry Workers, *Family Influence, *Family School Relationship, *Fatherless Family, Hispanic Americans, Longitudinal Studies, National Surveys, Postsecondary Education, Racial Differences, *Salary Wage Differentials, Secondary Education, Siblings, Trend Analysis

Identifiers—Intergenerational Factors, *National Longitudinal Survey of Youth

The effects of fatherlessness on children's educational attainment and entry-level wages were examined through a method-of-moments analysis of data from the National Longitudinal Survey of Youth (NLSY), a national panel study of 12,686 youths who were aged 14-22 in 1979. Two special features of the NLSY were used: its subsample of siblings and its 1988 retrospective on respondents' childhood living arrangements. It was discovered that, for whites, fatherlessness has a negative effect on educational attainment (regardless of how the data models are estimated) and reduces educational attainment by six-tenths of a year for each year of fatherlessness. The effects of fatherlessness on Hispanic children proved similar to those on white children, with Hispanic children growing up fatherless acquiring one-half year less education than had those who lived with both parents. The raw data for Blacks indicated that longer spells of fatherlessness led to lower educational attainment; however, when the data were adjusted for family-specific unobservables, Black children living in single-parent homes actually acquired more education than did their counterparts living with two parents. (Contains 16 references. Appended are information regarding data construction and the replication of an earlier study.) (MN)

ED 402 440 CE 073 075

Veum, Jonathan R.

Training, Wages, and the Human Capital Model. National Longitudinal Surveys Discussion Paper.

Bureau of Labor Statistics, Washington, DC.

Report No.—NLS-96-31

Pub Date—Nov 95

Note—40p.

Available from—Bureau of Labor Statistics, Office of Economic Research, Washington, DC 20212-0001.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Education Work Relationship, *Educational Attainment, *Job Training, Longitudinal Studies, Models, National Surveys, Postsecondary Education, *Predictor Variables, Regression (Statistics), *Salary Wage Differentials

Identifiers—*Human Capital Theory, *National Longitudinal Survey of Youth

Recent data from the National Longitudinal Survey of Youth (NLSY) were used to examine the validity of the traditional human capital model, which predicts that training lowers starting wages and increases wage growth. The primary data sample was restricted to those 4,309 members of the NLSY sample who were working for pay and not enrolled in school in 1992 and who started the job held in 1992 after the 1986 study interview. Overall, the analysis did not support the conventional version of the human capital model. The starting wage regressions did not indicate any negative relationship between starting wages and current company training; rather, starting wages and company train-

ing appeared to be positively related. Off-site company-paid training proved to be portable across employers. It was concluded that general training is paid for by firms rather than workers, which is inconsistent with the standard human capital model. The estimates from wage growth regressions were more consistent with the human capital model; specifically, company-financed training had a positive impact on wage growth independent of tenure at current job and off-the-job company training was particularly effective in enhancing wages. (Contains 22 references. Appended is data regarding the 35 study variables.) (MN)

ED 402 441 CE 073 076

Pergamit, Michael R.

Assessing School to Work Transitions in the United States. National Longitudinal Surveys Discussion Paper.

Bureau of Labor Statistics, Washington, DC.

Report No.—NLS-96-32

Pub Date—Jun 95

Note—43p.; Prepared for presentation at the Siena Group Meeting on Social Monitoring and Social Exclusion: The Case of the Youth (Oslo, Norway, June 8-9, 1995).

Available from—Bureau of Labor Statistics, Office of Economic Research, Washington, DC 20212-0001.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—"Data Analysis," "Education Work Relationship, Educational Attainment, Educational Opportunities, Educational Quality, Evaluation Criteria," "Evaluation Methods, Family Characteristics," "Information Needs," "Longitudinal Studies, Measurement Techniques, National Surveys, Predictor Variables, Racial Differences," "Research Methodology, Sex Differences"

Identifiers—"National Longitudinal Survey of Youth"

Issues related to assessing school-to-work transitions in the United States were discussed in the context of selected findings from the National Longitudinal Survey of Youth (NLSY), a longitudinal data set characterizing 9,964 of 12,686 of young people who were 14-22 years old when first interviewed in 1979. The first section of the paper describes the NLSY. The middle section presents the measurement issues and accompanying analyses. Specific examples examined include whether to measure outcomes by year out of school or by age, looking specifically at weeks worked and weeks unemployed; when to measure the beginning of the career, the pitfalls in using the current measures available in prospective data collection, and issues regarding defining a successful transition. The final section of the paper discusses the data necessary to support the types of analyses presented in the earlier sections and data for assessing school-to-work transition. A new data set being started in the United States is described which attempts to meet the needs suggested in this paper. (Twelve tables and 22 references are included.) (MN)

ED 402 442 CE 073 081

Bouchard, Paul

Towards an Etiological Model of Self-Directed Professional Development.

Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

Pub Date—[96]

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, "Adult Learning," "Educational Environment, Etiology, Foreign Countries," "Learning Processes, Models," "Personality Traits, Professional Continuing Education," "Professional Development, Qualitative Research," "Self Determination"

Identifiers—Canada

The role that individual learning proficiency, individual personality characteristics, and chance occurrences in the learner's environment play in self-directed professional development was examined through semistructured interviews with a purposeful sample of eight professional men and

women of high achievement with no postsecondary schooling in their field. The interviewees were recognized professionals in the following fields: computer analysis; structural engineering; media technology; accounting; training/human resource development; journalism; computer research systems; and management/news media. The interviewees were transcribed, and a word processor-based qualitative analysis technique was used to extract 529 quotes that were then reduced to a set of 155 paraphrased statements to eliminate duplication. The framework for the content analysis was derived from a literature review. The analysis results were formulated into a model of self-directed professional development incorporating the following elements: strongly felt need for self-development; set of self-ascribed values, characteristics, and beliefs; "autodidactic leap" (a leap in self-directed learning that is the result of environmental pressures and opportunities and that was described by all interviewees); environmental factors identified as "opportunities to learn"; and unfolding of successive learning objectives linked to learners' growing awareness of their professional field. It was observed that the informants perceived learning as a very real means to solve very real problems, and that hostile conditions only seemed to strengthen their resolve to succeed. It is this "problem-solving" quality that makes self-directed learning, in the context of professional development, more likely (and not, as was expected, less likely), to occur in conditions marked by a prevalence of opposing factors. (Contains 13 references.) (MN)

ED 402 443 CE 073 082

Spain, Daphne Bianchi, Suzanne M.

Balancing Act: Motherhood, Marriage, and Employment among American Women.

Russell Sage Foundation, New York, NY.

Report No.—ISBN-0-87154-814-3

Pub Date—96

Note—240p.

Available from—Russell Sage Foundation, 112 East 64th Street, New York, NY 10021 (hardback: ISBN-0-87154-814-3; paperback: ISBN-0-87154-815-1).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Adult Education, Educational Attainment, "Employed Women, Employment Level," "Employment Patterns," "Family Work Relationship," "Marriage," "Mothers, Salary Wage Differentials, Sex Differences," "Social Change, Tables (Data), Trend Analysis"

Data collected by the U.S. Census Bureau (the Current Population Survey and Survey of Income and Program Participation) and other federal agencies were used to examine trends in the ways different cohorts of women born between 1906 and 1975 have attempted to balance motherhood, marriage, and employment. The study focused on the following: childbearing; marriage and living arrangements; education; labor force participation and occupational attainment; earnings; family well-being and the special problems of wives and single mothers; and ways/problems of combining employment and family. It was discovered that, although women have always held multiple roles, past generations either stayed home or entered the labor force after their children had grown, whereas women today are assuming the responsibilities of motherhood and employment simultaneously rather than sequentially. This change has triggered many social and economic changes, including the following: marked jumps in divorce and out-of-wedlock child-birth rates; increased numbers of female-headed households; and increased numbers of women living in poverty. These problems have been exacerbated by the lack of U.S. policies to support working mothers. The observed trends in the United States paralleled those in other industrialized countries. (Eighty-one tables/figures and 361 references are included. Appended is information about measures of fertility.) (MN)

ED 402 444 CE 073 083

Jurmo, Paul

State-Level Policy for Workplace Basic Education: What Advocates Are Saying.

Spons Agency—National Inst. for Literacy, Washington, DC.

Pub Date—Oct 96

Note—59p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—"Adult Basic Education, Adult Literacy," "Basic Skills," "Educational Policy, Government School Relationship, Literacy Education, Policy Formation," "State Government," "Statewide Planning," "Workplace Literacy"

A study determined how workplace basic education could be factored into state-level planning by collecting information from 41 individuals representing adult educators, state policy developers, union representatives, and employers in 26 states; 4 focus groups; and a document review. Findings indicated that, despite significant previous experience within and across states in providing basic education services for incumbent workers and a major thrust in state policy toward work force preparation, state-level work force development planners gave basic education low priority. Advocates for investment in workplace basic education cited these reasons for the lack of attention to the issue: external pressures on decision makers in the private and public sectors and problems with stakeholder groups. They identified the following elements of good policy: based on careful, comprehensive assessment; links workplace basic skills activities to other work force development; ensures the readiness of workplace education providers, employers, and unions; facilitates investment by employers, unions, and workers; requires accountability; and promotes collaboration at state and local levels. Guidelines for advocates were established: make advocacy a priority; build a core constituency; create an efficient communications network; clarify needs and resources; prepare recommendations and present a strategy to policy makers; and follow up and persevere. (Appendixes contain sources interviewed, states represented, and documents reviewed.) (YLB)

ED 402 445 CE 073 084

Inaba, Lawrence A., Ed.

The Career Orientation and Planning Profile/ Fukuyama Profile National Users Conference (Honolulu, Hawaii, August 18-21, 1996). Presentations.

Ashiya Univ., Hyogo (Japan); National Consortium of State Career Guidance Supervisors, Columbus, OH.

Pub Date—Aug 96

Note—223p.

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adult Education, Career Education, "Career Guidance," "Career Planning, Community Colleges, Decision Making," "Education Work Relationship, Evaluation Methods, Gifted," "Guidance Programs, Higher Education, Postsecondary Education, Program Effectiveness," "Program Evaluation, Program Implementation, Program Improvement, Secondary Education, Talent, Tech Prep, Technical Institutes, Technology Education, Vocational Education, Vocational Evaluation"

Identifiers—"Career Orientation and Planning Profile," "Fukuyama (Shigekazu)"

These 18 papers were presented at a conference designed to share the diversity of ways that the Career Orientation and Planning Profile (COPP) is being used to conduct effective career guidance programs by selected career guidance educators throughout the United States. The publication begins with a brief tribute to Dr. Shigekazu Fukuyama (Lawrence A. Inaba). The presentations are as follows: "Fukuyama Profile and the COPP—A Growing Influence around the World" (Harry N. Drier); "COPP: Helping to Effectively Meet National and State Legislative Initiatives—Meeting the Career Planning Needs of Youth" (Marion F. Starr); "Nebraska's School-to-Work Program and the COPP" (Corrine Forbes); "Linking the COPP to Tech Prep and Vocational Education" (Marc Doss); "Utilization of the COPP in the Panhandle of

Nebraska: A Community-Wide Approach" (Linda Dodd-Tidmar); "Effective Use of the COPP in a Career Guidance Program" (Carol A. Brook); "Implementation of the COPP at Franklin Public Schools" (Carol M. Pohlenz); "The Use of the COPP in Missouri's Intervention Project" (Stan Grimsley); "How the COPP is Being Used in Oklahoma's Regional Career Assessment Centers" (Belinda McCharen); "The COPP in Higher Education: A Pilot Study" (Loren V. Geistfeld et al.); "A Career Planning Process for Students and a Guidance Program Evaluation Tool for Public Educational Institutions" (Jessie Teddlie); "School-to-Work Opportunities Act—Nebraska's Alliance for Learning and the COPP" (Evelyn Lavaty); "Using the COPP and the Myers-Briggs Type Indicator to Strengthen Adult Students' Knowledge of Self and of the Work World" (Josephine Hayslip); "The Effects of the COPP on the Ability of Gifted 8th Grade Students to Learn a Process of Career Planning and Career Decision Making" (Rebecca M. Dedmond); "How COPP Was Used to Give Structure to the Entire Brunswick County Public Schools' Guidance Program" (Dale W. Baird); "The Area Vocational-Technical School's Role in COPP Implementation" (Ed Hall); "The COPP Experience at Clayton Middle School" (Mark Catmull); and "Hawaii's Efforts in Implementing the COPP" (Jean Miyahira, Lillian Yonamine). (YLB)

ED 402 446 CE 073 087

The Study of Educational Needs and Interests of Saskatchewan Seniors and Professionals in Relation to Abuse and Mistreatment of Older Adults.

Regina Univ. (Saskatchewan). Univ. Extension. Seniors Education Centre.

Pub Date—Jun 96

Note—67p.; Funded by Victims Services Program, Saskatchewan Justice.

Available from—Seniors' Education Centre, University Extension, University of Regina, 106 Gallery Bldg., College Avenue and Cornwall Street, Regina S4S 0A2, Saskatchewan, Canada (\$10 including shipping and handling).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Canada Natives, *Educational Needs, Educational Research, *Elder Abuse, Family Problems, *Family Violence, Foreign Countries, Middle Aged Adults, Needs Assessment, Older Adults, Parent Child Relationship, Prevention, Professional Development

Identifiers—*Saskatchewan

Educational needs and interests of seniors and professionals were studied in relation to abuse and mistreatment of older adults in Saskatchewan, Canada. A triangulated approach involved three data collection instruments: telephone questionnaire interviews, focus group meetings, and key informant telephone interviews. Older adults, aged 55 and over, and persons working with seniors in a professional capacity likely to participate in learning events related to senior abuse were identified and invited to participate in the study. The telephone questionnaire involved 30 participants, the 3 focus groups had 30 participants, and key informant telephone interviews had 8 participants. Education was seen as the key to empowerment and prevention. Five topics were rated as extremely important: basic information on senior abuse, caregiving issues, positive images of older adults, support services and counseling, and intervention and protocol development. Among educational tools and methods discussed, audiovisual resources rated the highest. Interactive workshops or training sessions with the instructor on site were seen as valuable. Distance education was seen as more useful for professionals than older adults. Involvement of seniors and peer support were viewed as a helpful educational process. Barriers included time, other commitments, topic, weather conditions, distance, and cost. Recommendations were made to develop programs on elder abuse. (Appendixes contain 21 references and instruments.) (YLB)

ED 402 447 CE 073 088

Whyte, Jayne Melville Thompson, Loraine

Women and Poverty in Saskatchewan.

Regina Univ. (Saskatchewan). Univ. Extension. Seniors Education Centre.

Spons Agency—Ministry of Health, Ottawa (Ontario).

Report No.—ISBN-0-7731-0319-8

Pub Date—May 96

Note—92p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Economically Disadvantaged, *Females, *Feminization of Poverty, Foreign Countries, *Health Needs, *Health Services, Labor Market, *Poverty, Sex Discrimination, Social Status, Social Support Groups, Stress Management, Stress Variables, *Unemployment

Identifiers—*Saskatchewan
A project explored female poverty in Saskatchewan, Canada, and its implications within the framework of Health Canada's Population Health Promotion Model. Data were collected through consultations with 59 women who had experienced poverty, interviews with administrators of agencies and projects that serve poor women, and a literature review. Findings showed that more women lived well below the poverty line than men. Factors that influenced women's poverty were employment, social assistance, and child support. Female poverty was examined within the context of the nine determinants of health listed in the model. Lower income meant lower social status, loss of control over one's life, and loss of individuality. Children and other women were sources of social support. Women saw employment as a source of increased social status and sense of personal self-worth, but obstacles made it difficult to get and keep work. Stress caused by inadequate housing contributed to physical and psychological illnesses. Poverty affected biology and genetic endowment in prenatal development. Poor women had poorer personal health practices and coping skills. Poverty also affected the children. Health services were difficult to pay for. Several recommendations were made: build health public policy, create supportive environments, strengthen community action, develop personal skills, and reorient health services. (Appendixes include 66 references and instruments.) (YLB)

ED 402 448 CE 073 089

A Prevention Education Project on the Abuse and Mistreatment of Older Adults in Northern Saskatchewan. Final Report.

Regina Univ. (Saskatchewan). Univ. Extension. Seniors Education Centre.

Spons Agency—Ministry of Health, Ottawa (Ontario).

Pub Date—93

Note—16p.; Funded by Family Violence Prevention Division, Health Canada.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Canada Natives, *Elder Abuse, Family Problems, *Family Violence, Foreign Countries, *Older Adults, Parent Child Relationship, *Prevention, Program Development, Program Implementation

Identifiers—*Saskatchewan

A project was designed to begin an Elder Abuse Prevention Education initiative specific to northern and Aboriginal needs in northern Saskatchewan, Canada. The key principle in every dimension of the project was getting to know one another and talking with Aboriginal older adults and those who work with them. In early 1993, LaRonge, Saskatchewan, Canada, was chosen as the project site. Elder Abuse Awareness Modules were reviewed by various northern service providers and rejected because they became more inappropriate the farther north one went. Workshops and a positive image poster were chosen as the primary methods of prevention education. In May, an education and action community workshop was held. In June at the Northern Health Care Community Conference, emphasis was given to understanding the violence, including mistreatment and abuse of older adults in the larger

social, economic, and historical context. An Elder and Youth Workshop was planned, developed, and held in September. It focused on prevention of abuse and neglect of older adults by celebrating positive relationships between generations and included talking and sharing circles, traditional teachings, a panel discussion taped for local cable television, and preparation and sharing of a traditional feast. The Elders Helping poster was developed in September-October 1993, and distributed. Development of more abuse and mistreatment prevention education for the area was recommended. (Project materials are appended.) (YLB)

ED 402 449 CE 073 091

Ellis, Cathy

Seniors Serving Seniors: Volunteers Promoting Healthy Aging Project. Feasibility Study Report.

Regina Univ. (Saskatchewan). Univ. Extension. Seniors Education Centre.

Spons Agency—Ministry of Health, Ottawa (Ontario).

Pub Date—May 95

Note—50p.; An Outreach Project of the Seniors' University Group, Inc.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adult Education, Aging (Individuals), Foreign Countries, Health Education, Health Facilities, *Health Promotion, *Middle Aged Adults, *Older Adults, Peer Relationship, *Peer Teaching, *Tutoring, Volunteer Training, *Volunteers

Identifiers—University of Regina SK

A research study assessed whether health-related agencies and organizations in Regina, Saskatchewan, Canada, were willing to use trained older adults as volunteer health promoters, mentors, and tutors working with other seniors, despite the fact that no other programs in the Regina Health District specifically used older adults in these roles. A questionnaire survey was developed and used for personal interviews with representatives from 59 Regina Health District agencies and organizations; 53 interviews were entered into the "Statistical Program for the Social Sciences" as data and results were analyzed. Results were as follows: 91 percent of interviewees were interested in using the services of trained volunteer health promoters; 71 percent wanted facilitation with other seniors on how to stay healthy while aging; 67 percent wanted to have trained volunteers to help with other older adults learn about and cope with specific diseases; 64 percent wanted to use the services of trained peer counselors; 64 percent wanted to have trained volunteers lead exercise groups; and 69 percent wanted participants to have a course certificate. Respondents expressed interest in participating in program design, teaching a session, or being resource people. Phase 2 was planned to develop, implement, and evaluate 2 semesters of course work. (Appendixes contain a list of participants, instrument and results, and 18 references.) (YLB)

ED 402 450 CE 073 092

Kluckman, Delores

Consumer Resource Management Competencies for Vocational Family and Consumer Sciences in South Dakota.

South Dakota State Univ., Brookings.

Spons Agency—South Dakota State Dept. of Education, Pierre. Div. of Workforce and Career Preparation.

Pub Date—96

Note—31p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Basic Skills, *Behavioral Objectives, *Clothing Instruction, *Competence, Competency Based Education, Consumer Education, Consumer Protection, *Consumer Science, Course Content, *Family Life Education, *Home Economics, Money Management, Secondary Education, Skill Development

ment, State Curriculum Guides, Task Analysis, Technology Education
Identifiers—*South Dakota

This document describes a project conducted in South Dakota to develop and validate competency task lists in the area of consumer resource management. During the project, the following activities took place: literature on validation was reviewed; an outline was structured for content based on current references by a panel of two teachers and two teacher educators; a competency list based on outlines individually prepared by the panel was composed; the lists were refined by the panel; and the competency lists were validated by local advisory committees composed of two advisory members and a student and by a subject matter specialist, the teacher panel, and a teacher educator. The competency task lists for consumer resource management in this publication are divided into five areas: (1) management of resources to achieve goals; (2) consumer choices, rights, responsibilities in the marketplace; (3) personal and family financial management; (4) provision of food, clothing and housing; and (5) utilization and impact of technology. Each area consists of units, duties, and competencies. (KC)

ED 402 451 CE 073 098
Foley, Griff, Ed.

Understanding Adult Education and Training.
Report No.—ISBN-1-86373-901-7

Pub Date—95

Note—291p.

Available from—Paul & Company, c/o PCS Data Processing, Inc., 360 West 31 Street, New York, NY 10001 (\$29.95).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—*Adult Education, Adult Learning, Adult Students, *Andragogy, Competency Based Education, Continuing Education, Cross Cultural Studies, Developed Nations, Educational Assessment, Educational Philosophy, *Educational Policy, *Educational Practices, Educational Research, Foreign Countries, Foundations of Education, Job Training, Lifelong Learning, Policy Formation, Postsecondary Education, Program Development, Teaching Methods, Womens Education, Workplace Literacy
Identifiers—*Australia

This book introduces readers to issues, debates and literatures related to a number of central areas of practice in adult education and training, especially in Australia. It is intended as a first attempt to define the field of adult education in Australia in an analytical and theoretical, as opposed to a theoretical and practical sense. Written by Australian professionals in adult education, the book contains 17 chapters organized in 4 parts. Part I discusses knowledge that is fundamental to adult education practice. The following five chapters are included: "A Framework for Understanding Adult Learning and Education" (Griff Foley); "Understanding Adult Learners" (Philip Pogson, Mark Tennant); "Teaching Adults" (Griff Foley); "Program Development in Adult Education and Training" (Michael Newman); and "Issues in the Evaluation of Adult Education" (James Athanasou). Part II explores various aspects of the scope and context of Australian adult education and training in four chapters: "Policy and Provision in Australian Adult Education and Training" (Ann Whyte, Alastair Crombie); "The History and Political Economy of Australian Adult Education" (Griff Foley, Roger Morris); "Research in Adult Education and Training" (John McIntyre); and "Reading the Discourses of Adult Basic Education Teaching" (Alison Lee, Rosie Wickert). Part III is devoted to the central current issue in Australian adult education, the relationship of workplace change, adult learning, and training. Chapters are as follows: "Organizational Learning: Basic Concepts" (Laurie Field); "Understanding and Facilitating Change in the Workplace" (Hank Schaafsma); "Competency-based Education" (Clive Chappell, Andrew Goncz, Paul Hager); and "Cross-cultural Training in the Australian Context" (Daphne Brosnan, Hermine Scheeres, Diana Slade). Part IV explores a number of other contemporary

developments in the theory and practice of Australian adult education and training: "Experience-based Learning" (Lee Andresen, David Boud, Ruth Cohen); "Women and Learning" (Sue Knights); "Adult Education and Indigenous Australians" (Michael McDaniel, Rick Flowers); and "Adult Education and Social Action" (Michael Newman). The book ends with "Conclusion: Coming to Grips with Complexity" (Griff Foley). Contains 460 references, an author index, and a subject index. (KC)

ED 402 452 CE 073 099

Opp, Ronald D., Ed. And Others

Effective Policies and Practices in Selected Career Fields. Final Report.

Texas Tech Univ., Lubbock.
Spons Agency—Texas Higher Education Coordinating Board, Austin.

Pub Date—15 Aug 96

Note—245p.; Product of the Strategic Planning, Evaluation of Curriculum, Assessment of Performance Research Group. For related documents, see CE 073 100-101.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Allied Health Occupations Education, *Articulation (Education), Business Administration, Career Guidance, Cooperative Programs, Curriculum, Education Work Relationship, Educational Planning, *Educational Practices, Engineering Technology, Guidelines, High Schools, *Institutional Cooperation, Program Development, Program Effectiveness, Program Implementation, School Business Relationship, State Programs, *Tech Prep, Two Year Colleges, *Work Experience Programs
Identifiers—*Texas

A research team gathered and disseminated information on effective tech prep policies and practices for developing and evaluating program curriculums in the broad career pathways of allied health, business, and engineering technology in Texas. Data were gathered through interviews, site visits, document analysis, and surveys. Curricular documents were analyzed for 255 tech prep programs in the 3 fields. Some of the conclusions were as follows: (1) the tech prep educational reform has had a significant positive influence on the work force development system in Texas; (2) tech prep programs have captured the attention and commitment of both the education and the business and industry sectors; and (3) the range of benefits of tech prep educational reform are obscured if only the aggregate numbers collected by state agencies are examined. Policy recommendations based on the findings of the study include the following: the Texas Higher Education Coordinating Board should continue efforts to capture the more subtle benefits of tech prep educational reform; the board should make data available by program area and career pathway; and efforts should be increased to provide money to inform high school and community college counselors about tech prep reform. Products created during the project include a tech prep handbook and a monograph, "The Texas Tech Prep Consortia: Strategies for Advancing Technical Education." (The report includes 13 appendices of project documents, containing survey form, telephone interview protocol, and data analysis.) (KC)

ED 402 453 CE 073 100

Hensley, Oliver D., Ed. And Others

The Tech Prep Handbook: Essential Documents To Promote Effective Tech Prep Policies and Practices.

Texas Tech Univ., Lubbock.
Spons Agency—Texas Higher Education Coordinating Board, Austin.

Pub Date—Nov 96

Note—245p.; Product of the Strategic Planning, Evaluation of Curriculum, Assessment of Performance Research Group. For related documents, see CE 073 099-101. Revision of ED 387 177.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Articulation (Education), Career Guidance, Cooperative Programs, Education

Work Relationship, Educational Planning, *Educational Practices, Guidelines, High Schools, Institutional Cooperation, Models, Program Descriptions, Program Development, Program Implementation, School Business Relationship, State Programs, *Tech Prep, Two Year Colleges, *Work Experience Programs

Identifiers—*Texas

Developed during a project to document and analyze the tech prep initiative in Texas, this handbook contains exemplary documents associated with the model programs in the state. This second edition of the handbook organizes documents in sections (sections A, C, D, and G) that correspond to the major impact sectors identified during the research project: (1) tech prep consortia; (2) colleges and universities; (3) disciplinary bodies; (4) government; and (5) industry and business. Document types include consortia agreements, competency lists, courses of study, flowcharts, program descriptions, summaries of legislation, articulation guides, and publicity flyers. Other sections (B, E, F, and H-K) are blank. Documents on the following topics are planned to be added to these sections at a later date: independent school districts; exemplars, innovators, and emerging efforts; students; home and public; other initiatives; and economic development. Section V is a glossary defining 91 terms. (KC)

ED 402 454 CE 073 101

Hensley, Oliver D., Ed. And Others

The Texas Tech Prep Consortia: Strategies for Advancing Academic and Technical Education.

Texas Tech Univ., Lubbock.

Spons Agency—Texas Higher Education Coordinating Board, Austin.

Pub Date—Oct 96

Note—244p.; Product of the Strategic Planning, Evaluation of Curriculum, Assessment of Performance Research Group. For related documents, see CE 073 099-100.

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Articulation (Education), Career Guidance, Cooperative Programs, Education Work Relationship, Educational Planning, Educational Practices, Guidelines, High Schools, *Institutional Cooperation, Program Development, Program Implementation, School Business Relationship, State Programs, *Tech Prep, Two Year Colleges, *Work Experience Programs
Identifiers—*Texas

This book contains 30 chapters on the tech prep initiative in Texas: "The Identity of Tech Prep in Texas" (Tunstall); "A Snap-Shot of the Impact of the Tech Prep Initiative in the Governor's 24 Planning Regions" (Brown); "The Tech Prep Consortium Directors: The Architects for the Future of Texas" (Hensley et al.); "Tech Prep: Jewel in the Crown" (Pickle); "Synthesis of Literature Related to Tech Prep Outcomes" (Key); "North Texas Tech Prep Consortium" (Vaughan); "The Rationale for Tech Prep in the Panhandle of Texas" (McGee); "The Seguin Center for Career Excellence" (Lawlis); "Career Preparation Today for Tomorrow" (Elmore); "Making Our Students Marketable" (Schatz); "Collaboration at Its Best" (Pfeifer); "Career Pathways: A Holistic Approach" (Sanford); "Shadowing Programs for Small Rural Communities" (Wendt); "Apprenticeship Training: The Electromechanical Technology and Agricultural Science and Technology Connection" (Lovelady); "Transfer Planning Guides: A Southwest Texas Approach to Transfer Opportunity" (De Leon); "Working with Senior State Institutions to Establish Transfer Credits for Various Departments and Majors" (Springer); "SCANning the Curriculum: Teaching Workplace Skills" (Hull); "Integration of Academics with Career and Technology through Development of Community Contacts" (Duke); "Epistocybernetics: A New Way of Thinking about Developing, Articulating, and Evaluating Tech Prep Curricula" (Hensley, Rivers); "The Calculus Knowledge Register for Tech Prep" (Sisler); "Creating an Information, Market-Driven Education and

Workforce Development System: The Role of Labor Market and Follow-up Information" (Froeschle); "An Analysis of Tech Prep Strategic Planning" (Hensley et al.); "A SWOT [Strengths, Weaknesses, Opportunities, Threats] Analysis of the Texas Approach to Tech Prep Development" (Opp); "Tech Prep—The English Translation" (Sutcliffe); "The Summer Jobs for Youth Program: An Investment in the Future Well Worth the Price" (Bloomquist, Lackey); "The Importance of Private-Sector Leadership in Tech Prep" (Maldonado, Bubb); "Motorola Career Pathways Program: From School-to-Work to Workforce Development" (Green); "Work that Educates: How to Make Structured Work-Based Learning Work" (Egloff); "Dialogue between Educators and Industry: The Link to Institutionalization of Tech Prep Programs" (Krause); and "Education, Technology and the World of Work: Creating the Future" (Schmitz, Schmitz). (KC)

ED 402 455

CE 073 102

Lasonen, Johanna, Ed.

Reforming Upper Secondary Education in Europe. The Leonardo da Vinci Project Post-16 Strategies. Surveys of Strategies for Post-16 Education To Improve the Parity of Esteem for Initial Vocational Education in Eight European Educational Systems. Theory into Practice 92. Institute for Educational Research Publication Series B.

Jyväskylä Univ. (Finland). Inst. for Educational Research.

Spons Agency—Commission of the European Communities, Brussels (Belgium).

Report No.—ISBN-951-34-0882-5; ISSN-1239-4734

Pub Date—96

Note—306p.

Available from—Institute for Educational Research, University of Jyväskylä, P.O. Box 35, 40351 Jyväskylä, Finland (120 Finnish markka).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Research (143)

EDRS Price — MF01/PC13 Plus Postage.

Descriptors—*Change Strategies, *Developed Nations, Educational Change, *Educational Improvement, Educational Philosophy, *Educational Practices, *Foreign Countries, High Schools, Postsecondary Education, Program Implementation, *Vocational Education Identifiers—*Europe

This book contains the following papers on the Leonardo da Vinci project: "Looking for Post-16 Education Strategies for Parity of Esteem in Europe" (Lasonen); "Improving Parity of Esteem as a Policy Goal" (Makinen, Volanen); "Alternative Strategies for Parity of Esteem between General/Academic and Vocational Education in Europe" (Kamarainen); "Finding New Strategies to Improve the Attractiveness of Post-16 Vocational Training in Austria" (Birke et al.); "Post-16 Strategies and the Austrian Reforms" (Birke et al.); "Academic and Vocational Learning: Division, Framework or Unified System" (Young, Spours); "The Reform of Academic and Vocational Qualifications in England and Wales: The Six Leonardo Themes" (Spours, Young); "The Experimental Reform of Finnish Upper Secondary Schools and the Cases of Salo and Tornio" (Numminen, Virolainen); "Post-16 Strategies and the Experimental Reform of Finnish Upper Secondary Schools" (Virolainen); "French Educational System" (Levrat); "Confrontations between Different Cognitive Fields and Restructuring a Relationship to Knowledge among Vocational Teachers" (Lazar); "Post-16 Strategies and the French National Reform of the Upper Secondary School" (Levrat, Lazar); "The Brandenburg Model Project: Combining the Apprenticeship System and the German Dual System with Access to Polytechnics" (Bremer, Heidegger); "Post-16 Strategies and the German Approach to Parity of Esteem" (Bremer); "Norwegian Upper Secondary Reforms in Academic/General and Vocational Education in the 1990s" (Andersen); "Issues Related to the National 'Reform-94' in the Norwegian Upper Secondary School" (Andersen); "The Development of a Unified System of Post-Compulsory Education in

Scotland" (Raffe); "Issues in the Scottish Reform Programme: 'Higher Still' in Relation to the Six Themes" (Raffe); "General Scottish Vocational Qualifications (GSVQs) in Relation to the Six Themes of the Post-16 Strategies" (Murray); "Another Change in the Upper Secondary School in Sweden" (Arnman); "Notes on the Six Leonardo Themes" (Arnman); "Improving Parity of Esteem through Reforms" (Volanen, Levrat); "Labour Market Issues in the Eight Reforms" (Raffe, Makinen); "Networking between Schools and Working Life to Find New Forms of Learning for Future Skills" (Young, Bremer); "Flexibility in Post-16 Education and Curriculum Development" (Arnman, Lazar); "Teacher Education and Teacher Cooperation and Collaboration in Support of Reform" (Virolainen et al.); "Reforms and Their Influence on Educational Systems" (Birke, Spours); and "European Strategies for Parity of Esteem" (Raffe). (KC)

ED 402 456

CE 073 103

Rios, Lorna

Me...Teach Criminals? The True Adventures of a Prison Teacher.

Report No.—ISBN-0-533-11907-3

Pub Date—96

Note—140p.

Available from—Vantage Press, Inc., 516 West 34th Street, New York, NY 10001 (\$10.95).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Adult Basic Education, *Correctional Education, Correctional Institutions, High School Equivalency Programs, Hispanic Americans, Personal Narratives, *Prisoners, Recidivism, Sentencing

Identifiers—Texas

This book is a personal account of 8 years of teaching in Texas jails and prisons. It recounts numerous anecdotes of life in prison and the experience of teaching prisoners, most of whom had very low literacy skills. It describes the prison culture and what inmates must do to survive in it. The book details the methods that have worked in reaching and teaching prisoners, including the following: treating them with respect, believing they can learn, using a variety of presentation methods, encouraging group discussion, and teaching critical thinking and social skills. The narrative addresses the prejudice of the prevailing culture toward minority groups, especially Hispanic Americans, and provides insights into their cultures. It also cautions against the current emphasis on incarcerating more people for longer terms, because such methods do not rehabilitate criminals but make it even harder for them to function later in the free society. The book contains 16 resources. (KC)

ED 402 457

CE 073 107

1995 Recommendations to the Idaho State

Board of Education [and] 1996 Recommendations to the Idaho State Board of Education.

Idaho State Council on Vocational Education, Boise.

Spons Agency—Idaho State Board of Education, Boise.

Pub Date—96

Note—37p.; Photographs may not reproduce clearly.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Access to Education, *Articulation (Education), *Educational Improvement, Outreach Programs, Postsecondary Education, Secondary Education, *State Programs, *Teacher Certification, Teacher Education, *Technical Education, Technology Education, *Vocational Education

Identifiers—*Idaho

This packet contains recommendations made in 1995 and in 1996 by the Idaho State Council on Vocational Education for improving vocational education in the state. The 1995 recommendations address needed improvements in articulation, outreach, partnerships, technology, awareness, and capacity. The 1996 recommendations address the following: increasing capacity of the technical schools, articulation between secondary and post-

secondary schools, encouraging the use of technology, and teacher certification in vocational fields. The booklets also list the programs available at the six technical schools in the state. (KC)

ED 402 458

CE 073 108

Biennial Carl D. Perkins/Job Training Partnership Act Evaluation Report. July 01, 1992-June 30, 1994.

Idaho State Council on Vocational Education, Boise.

Pub Date—30 Jun 94

Note—43p.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Compliance (Legal), *Federal Legislation, Outcomes of Education, Postsecondary Education, Program Effectiveness, Program Implementation, Secondary Education, *State Programs, *Vocational Education Identifiers—*Carl Perkins Voc and Appl Techn Educ Act 1990, Idaho, *Job Training Partnership Act 1982

An evaluation was made of programs conducted under the Carl D. Perkins Vocational and Applied Technology Act and the Job Training Partnership Act (JTPA) in Idaho during fiscal years 1993 and 1994. Data gained from the administering agencies and providers by way of reports, interviews, group conferences, and records were used as evidence of the adequacy and effectiveness of these acts in achieving their purposes. The evaluation determined the following: number and type of students or clients served; quantitative measurements of program operation; organizational structures and procedures designed to fulfill program goals; and statements about program operation expressed by providers of services, students and clients, persons in the community, and administering agencies. Some of the conclusions drawn from evaluation of the implementation of the Perkins Act included the following: participation of secondary schools and technical colleges was widespread; the tech prep initiative made positive contributions to the vocational community; service to special populations produced positive outcomes; and, although the implementation of the act was generally positive, it was not accepted by some in the vocational community. Some of the conclusions drawn from the evaluation of the implementation of the JTPA were as follows: vocational-technical education and JTPA programs have made attempts to coordinate their efforts, especially in planning, and JTPA and technical college cooperation has been very successful. Recommendations were made for improvement in the programs supported by both acts. (KC)

ED 402 459

CE 073 110

Quigley, Denise D.

Native and Immigrant School-to-Work Transitions. Refocusing Policy Concerns.

Rand Corp., Santa Monica, Calif.

Spons Agency—Bureau of International Labor Affairs (DOL), Washington, D.C.

Report No.—RGSD-133

Pub Date—96

Note—182p.; Ph.D. dissertation, RAND Graduate School.

Available from—RAND Distribution Services, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90407-2138; telephone: 310-451-7002; fax: 310-451-6915.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Asian Americans, Blacks, *Education Work Relationship, Ethnic Groups, *Full Time Students, *High School Graduates, Hispanic Americans, *Immigrants, Mexican Americans, Minority Groups, *Part Time Employment, *Part Time Students, Postsecondary Education, Secondary Education Identifiers—Asian American Students, High School and Beyond (NCES), Hispanic American Students

A research study examined the joint employment and schooling patterns of both immigrants and natives during their initial 6 years after high school.

The data analyzed were from the Senior Cohort of the High School and Beyond survey covering 1980-86. The analysis found that immigrants who initially left school as high school graduates or with some postsecondary education did not move frequently between employment, unemployment, and labor force nonparticipation, despite the fact that they accumulated less work experience during their earlier years in the labor market. Instead, relative to natives, immigrant youth are spending more time during the transition attending postsecondary school, as a single activity or combined with employment. The patterns observed for immigrant youth were found to depend on immigrants' years in the United States and country of origin. The tradeoff of spending more time during the transition attending postsecondary education instead of working as a full-time activity is more pronounced the less time an immigrant has spent in the United States. Mexican immigrants attend more postsecondary school than natives, but they do this combined with part-time employment. Central American immigrants also attend more postsecondary school than natives, but combined with full-time employment. Asian immigrants trade 1 year less of work experience (of 6 years) for 1 year more of postsecondary education, half of which is combined with part-time employment. Immigrant Hispanics combine school with full-time employment, whereas Hispanic Americans work full time as their sole activity. Black immigrants attend more postsecondary school than native blacks. The study concluded that the school-to-work transition of immigrants appears at least as smooth as that of natives, indicating that there is no additional need for targeted assistance for immigrants. (The report includes 63 references, six appendixes describing immigrant and native youth work-school patterns, 24 figures, and 34 tables.) (KC)

ED 402 460

CE 073 111

Stern, David And Others

School-to-Work Policy Insights from Recent International Developments.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Dec 96

Contract—V051A30003-96A, V051A30004-96A

Note—75p.

Available from—NCRVE Materials Distribution Service, Horrabrin Hall 46, Western Illinois University, Macomb, IL 61455; telephone: 800-637-7652 (order no. MDS-950, \$6.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Competency Based Education, *Education Work Relationship, Educational Certificates, Employers, *Integrated Curriculum, International Educational Exchange, *Job Skills, Postsecondary Education, *School Business Relationship, Secondary Education, Standards, *Student Certification, *Work Experience Programs

In countries where young people have been relatively successful in both achieving high academic standards and making smooth transitions to employment, employers have taken major responsibility for their training. Now the emergence of a more "learning-intensive" economy poses new challenges. In response to the perceived insufficiency of traditional education and training to prepare young people for more learning-intensive work, recent policies in many industrialized countries are converging on four principles. The first and most fundamental principle from the perspective of U.S. policy (because it affects how the others are implemented) is that new curricula should be created that integrate vocational and academic studies. The second principle is that occupational and educational performance standards should be explicitly related to each other. Formal standards and certification procedures that specify what individuals should know and be able to do are important elements of a school-to-work system. Because one hallmark of the emerging economy is the necessity for continual learning in the context of work, the third principle is that schools should give all stu-

dents some experience in work-based learning. The fourth principle is that employers and educators, including both vocational and academic educators, must share both responsibility and power in new school-to-work systems. (Appendixes contain 97 references and 4 figures.) (YLB)

ED 402 461

CE 073 113

Bailey, Thomas R. Bernhardt, Annette D.

In Search of the High Road in a Low-Wage Industry.

Columbia Univ., New York, NY, Inst. on Education and the Economy.

Spons Agency—Department of Labor, Washington, D.C.; Grant (W.T.) Foundation, New York, N.Y.

Report No.—ISSN-1059-2776

Pub Date—Nov 96

Note—5p.; This brief was drawn from IEE Working Paper No. 2 of the same title.

Journal Cit—IEE Brief; n14 Nov 96

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Case Studies, Change Strategies, Human Resources, *Low Income, *Organizational Change, *Organizational Development, *Retailing, *Sales Occupations, Vocational Education, *Wages

Identifiers—*High Performance Work Organizations

A study examined the effects of high-performance innovations on workers and job quality by conducting six case studies of firms that had implemented reforms in both the production and the service end of their operations. All the firms were in the traditionally low-wage retail industry. These case studies were drawn on to examine, first, the nature and range of firm restructuring in the retail industry and, second, the effect of these strategies on several dimensions of job quality. An important cluster of innovations was found in each of the two functions of retailing—merchandising and selling. Although all the companies had performed well during the period of human resource reforms, the causal link between those reforms and stronger performance was far from clear. These effects on job quality were identified: creation of somewhat more interesting and varied jobs; few changes in wages and benefits for sales staff; and declining career mobility for some groups of workers through the emergence of a two-tiered job structure. Findings suggested the following: the spread of the high-performance workplace was limited; the low road may be more efficient in some contexts; the high road could be low wage; and the better jobs went to recruits with more skills and education. (YLB)

ED 402 462

CE 073 114

Faraday, Sally

Getting the Credit: OCN Accreditation and Learners with Learning Difficulties and Disabilities. FE Matters. FEDA Paper.

Further Education Development Agency, London (England).

Report No.—ISSN-1361-9977

Pub Date—96

Note—31p.

Available from—Further Education Development Agency, Publications Dept., Mendip Centre, Blagdon, Bristol BS18 6RG, England, United Kingdom (6.50 British pounds).

Journal Cit—FEDA Paper; v1 n7 1996

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, Educational Certificates, Educational Practices, *Educational Quality, Educational Research, Foreign Countries, *Learning Disabilities, *Learning Problems, *Open Universities, Postsecondary Education, Program Development, *Severe Disabilities, *Student Certification

Identifiers—Great Britain, *Open College Networks (Great Britain)

A 1993 study examined the range of opportunities that Open College Network (OCN) accreditation offered to learners with learning difficulties and disabilities in Great Britain. It examined OCN

quality processes, including recognition panels, moderation, and internal quality systems. Information was gathered from the National Open College Network, OCNs, and centers; 6 OCNs were selected as case studies; and staff and learners from 12 centers were interviewed about their provision. OCN accreditation offered a wide range of opportunities at all levels in the full range of program areas. Learners with learning difficulties and disabilities, users of the mental health services, and learners with profound and multiple disabilities were able to access OCN accreditation. OCN accreditation was offered for a number of reasons: its range and flexibility; learner centeredness; potential for credit accumulation and transfer; national recognition; potential to promote an inclusive approach; and opportunity to access Further Education Funding Council funding. In comparison with other awarding bodies, OCN quality processes were found to be equally or more rigorous. The low profile of OCN accreditation and its currency and credibility were issues that could be improved by better use of OCN-supporting information. The different approaches to assessment at entry level in terms of the apparent variation between OCN practices opened OCNs to criticism and challenged their credibility. (Appendixes include a list of key issues and questions.) (YLB)

ED 402 463

CE 073 115

The Legal ABCs of Hiring Older Workers.

American Association of Retired Persons, Washington, D.C.

Pub Date—96

Note—9p.

Available from—Fulfillment, American Association of Retired Persons, 601 E Street, NW, Washington, DC 20049.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Age Discrimination, *Compliance (Legal), Employment Interviews, Employment Practices, *Equal Opportunities (Jobs), *Federal Legislation, *Fringe Benefits, Middle Aged Adults, Older Adults, Personnel Policy, Wages

Identifiers—*Age Discrimination in Employment Act 1967, *Older Workers

This article explains briefly how the Age Discrimination in Employment Act (ADEA) of 1967 applies to certain hiring practices. The four sections of the paper cover the following: (1) the scope of the ADEA, including coverage, prohibited conduct, and legal remedies for workers who feel they have suffered discrimination; (2) hiring older workers, including advertisements of job vacancies, employment applications, and interviewing; (3) the hiring decision, including full- or part-time work, salary, benefits, benefits coverage, pension benefits, and health insurance; and (4) promotion and training. (KC)

ED 402 464

CE 073 116

Ballinger, Rondalee Gee, Mary Kay

Building Knowledge in the Workplace and Beyond. A Model National Workplace Literacy Curriculum. Revised Edition.

Lake County Coll., Grayslake, Ill.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—96

Note—196p.; For related documents, see CE 073 117-120.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Communication Skills, Course Content, *Curriculum Development, Curriculum Guides, Education Work Relationship, English (Second Language), Lesson Plans, *Literacy Education, Mathematics Instruction, Problem Solving, Program Development, Program Implementation, *School Business Relationship, *Teaching Methods, *Workplace Literacy

This curriculum guide was developed by a partnership between the College of Lake County (Illinois) and six industries in the county to design and implement a model workplace literacy program tar-

geted to the needs of both employees and employers. To create a generalized, model curriculum that focused on the four general job categories of machine operator, mechanic, machinist, and shipper/receiver and that could be used in all six companies, the following process was employed: needs assessment questionnaire, site visits with employees and supervisors, analysis of information gathered for each company and identification of common needs, creation of learning goals and objectives, creation of a standard curriculum design, and development of procedures and resources for instructors. The curriculum guide is divided into four parts. The introduction contains a general overview of the curriculum's focus and purpose. The second part provides instructors with information and advice for creating relevant lessons in a workplace classroom. It covers the following topics: learning styles and strategies, instructional methods and approaches, customizing courses, authentic materials for instruction, multilevel classes, cross-cultural communication, transfer of skills to the workplace and beyond, and student assessment. The third part consists of detailed course outlines for the following basic skills areas: workplace math I-II, communication skills I (focus on reading) and II (focus on writing), problem solving in the workplace, and English as a second language in the workplace (levels I-3). The appendix contains these items: learning style inventory for the workplace, sample lesson plan, more activities, topic outline for a basic blueprint reading guide, additional assessments, cross-reference of course goals with job categories, workplace problem map, suggestions for adapting General Educational Development preparation classes to the workplace classroom, correlation of job tasks with basic skill areas, characteristics of adult and workplace learners, and 82-item bibliography. (KC)

ED 402 465 CE 073 117

Ballinger, Ronda

Building Knowledge in the Workplace and Beyond. Curriculum Adaptation Project.

Lake County Coll., Grayslake, Ill.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—[96]

Note—19p.; For related documents, see CE 073 116-120.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Communication Skills, *Course Content, *Curriculum Development, Education Work Relationship, English (Second Language), Lesson Plans, *Literacy Education, Mathematics Instruction, Problem Solving, Program Development, *School Business Relationship, *Teaching Methods, *Workplace Literacy

A project was conducted to adapt and modify the four-part workplace literacy curriculum previously created by the College of Lake County (Illinois) and six industries in the county in order to improve the usefulness and application of the information in the original curriculum. Information for the adaptation project was generated by instructors piloting the original curriculum in their workplace classrooms. The following procedures were followed: (1) an instructor questionnaire was created and administered to instructors asking for their feedback and suggestions for improvement; (2) interviews were conducted with the participating instructors to elicit information regarding curriculum usage and effectiveness; (3) a roundtable of instruction was conducted with instructors participating in the project after 48 hours of instruction; and (4) suggestions for improvement were summarized and implemented. As a result of the adaptation project, revisions were incorporated into the curriculum, including the following: a completely revised course in English as a second language, a learning style inventory, a sample lesson plan, more ideas for workplace activities, examples of possible assessments, more cross-cultural communication suggestions, a list of characteristics of adult workplace learners, and a basic blueprint reading instructional guide. (KC)

ED 402 466 CE 073 118

Greenleaf, Connie Gee, Mary Kay

Enhancing Instruction through Technology.

Lake County Coll., Grayslake, Ill.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—[96]

Note—75p.; For related documents, see CE 073 116-120.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, *Computer Assisted Instruction, Computer Software, Computer Software Evaluation, *Computer Software Reviews, *Courseware, English (Second Language), Learning Activities, Lesson Plans, *Literacy Education, Teaching Methods, *Workplace Literacy

Following an introductory section that provides a rationale for using computers in workplace literacy classes, this guide reviews six computer programs and provides activities that teachers can use with the programs in teaching workplace literacy classes. The six computer programs reviewed are as follows: "Grammar Games," "Spell It 3," "The Way Things Work," "My First Incredible Amazing Dictionary," "Community Exploration," and "First Connections: The Golden Book Encyclopedia." Except for "Grammar Games" and "Spell It 3," the software reviews provide information on the version of the program, the vendor, the system requirements, the type of program, the documentation included, and the recommended group size. They also describe the programs, explain how they work, and evaluate them. Activities for each program include information on type of activity, level of learner, National Workplace Literacy Learner Objectives, materials and resources, procedures, evaluation, and (sometimes) extensions. (KC)

ED 402 467 CE 073 119

Basic Blueprint Reading. Instructional Guide.

Lake County Coll., Grayslake, Ill.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—[96]

Note—50p.; For related documents, see CE 073 116-120.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Blueprints, Communication Skills, Course Content, Education Work Relationship, English (Second Language), *Learning Activities, Lesson Plans, *Literacy Education, Mathematics Instruction, Problem Solving, *Teaching Methods, *Workplace Literacy

This teacher's guide is designed to help teachers conduct a course in fundamental blueprint reading as part of a workplace literacy program. The course offers nine central topics necessary for initial exposure to blueprint reading. Each topic lists several learning objectives, specific terms or vocabulary, and a measurable outcome. The topics in the course are as follows: basic views of objects, meaning of commonly used lines on a blueprint, basic dimensioning conventions, decimal tolerances, precision measuring, blueprint terms used in the title box and note column, symbols commonly used in company blueprints, metric and customary units, and angle measurement. The course uses company blueprints in the lessons. Components of the guide include an instructional guide for basic blueprint reading class, a pretest and a posttest, and 14 lesson plans and exercises. (KC)

ED 402 468 CE 073 120

Teachers Assisting Teachers. T.A.T. Program.

Mentoring for Part-Time Instructors.

Lake County Coll., Grayslake, Ill.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

Pub Date—[96]

Note—17p.; For related documents, see CE 073

116-119.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Education Work Relationship, *Internship Teacher Education, *Literacy Education, *Mentors, *Professional Development, Teaching Methods, *Workplace Literacy

This guide resulted from the Teachers Assisting Teachers (T.A.T.) Program, which was established to address specific staff development issues that were created by the implementation of the National Workplace Literacy Program. The TAT program pairs workplace literacy teachers as mentors to help both teachers improve their teaching skills. Two projects are suggested for mentoring: (1) the Bow Tie project allows two teachers to share the responsibilities of teaching a class, with the teachers exchanging responsibilities and roles at the midpoint of the course; and (2) the Wagon Wheel project allows one teacher to observe the other participating teacher, offer feedback, and guide discussion. Project materials include the following: lists of teacher responsibilities, schedules, requirements, a professional survey, tips and questions for successful sharing partnerships, a partnership agreement, a guide for a midpoint meeting for the teachers, a guide for a final meeting, and a program evaluation form. (KC)

ED 402 469 CE 073 126

Sharf, Richard S.

Applying Career Development Theory to Counseling. Second Edition.

Report No.—ISBN-0-534-34503-4

Pub Date—97

Note—471p.

Available from—Brooks/Cole Publishing Co., 511 Forest Lodge Road, Pacific Grove, CA 93950.

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Career Choice, *Career Counseling, *Career Development, Career Planning, *Counseling Techniques, *Counseling Theories, Counselor Client Relationship, *Counselor Role, Elementary Secondary Education, Occupational Aspiration, Occupational Information, *Occupational Tests, Personality Theories, Postsecondary Education, Vocational Adjustment, Vocational Interests, Vocational Maturity

Identifiers—Hollands Theory of Occupational Choice, Myers Briggs Type Indicator, Super (Donald E)

This book explores career development theories and shows how to apply them in a counseling setting. The first three parts of the book cover three major theoretical areas. The four chapters of part one include discussions of trait and factor theory, work adjustment theory, Holland's theory of types, and Myers-Briggs type theory. Part two contains five chapters that cover life-span theory, including Super's life-span theory, career development in childhood, adolescent career development, late adolescent and adult career development, and adult career crises and transitions. The special focus theories examined in part three include the following: psychodynamic approaches to career development, parental influence theories, social learning theory, career decision-making theory, and sociological and economic perspectives on the labor market. Part four discusses theoretical integration, with each theory providing a unique perspective on career development. In addition, the book offers numerous case examples, discusses career testing from a practical and theoretical perspective, and integrates labor market information with career theory. This edition expands coverage of career development concerns for women and minority groups. Additional emphasis is also given to personal factors in career counseling, occupational classification systems, self-efficacy theory, attachment theory, family therapy, and the impact of gender and race on the labor force. The chapters contain reference lists, and an appendix lists tests and publishers. (KC)

ED 402 470

CE 073 127

The Secretary's Awards for Outstanding Vocational-Technical Education Programs, 1995.

Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—95

Note—41p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Allied Health Occupations Education, Apprenticeships, Auto Body Repairers, Awards, Building Trades, Demonstration Programs, *Education Work Relationship, Food Service, High Schools, Hospitality Occupations, *Integrated Curriculum, Parenthood Education, Program Descriptions, Program Implementation, Tech Prep, *Technical Education, Technology Education, Two Year Colleges, *Vocational Education, Work Experience Programs

Identifiers—*Department of Education

This publication describes the 12 winning programs and the 9 semifinalists of the 1995 U.S. Secretary of Education's Awards for Outstanding Vocational-Technical Education Programs. The awards program was established in 1981 to recognize excellence in local school-to-work and vocational-technical education programs, services, and activities that carry on the purposes of the Carl D. Perkins Vocational and Applied Technology Education Act. The winners were chosen by a panel of reviewers from among 54 programs nominated by 34 states. The following 12 winning programs are profiled: Mechanical Engineering Technology Program (Springfield, Massachusetts); Telecommunications Youth Transitions Program (Toms River, New Jersey); Automotive Technology Program (Leesport, Pennsylvania); Swansea High Tech Prep Initiative (Swansea, South Carolina); Health Sciences and Medicine Platform (Flint, Michigan); Agricultural Education/Agriscience Program (Altus, Oklahoma); South Texas High School for Health Professions (Mercedes, Texas); General Health Occupations Education (Council Bluffs, Iowa); Career/Academic Plan (Loveland, Colorado); Serendipity/Diablo Valley College Tech Prep Program in Food Service and Hospitality (Concord, California); Farrington Health Academy (Honolulu, Hawaii); and OPTIONS Teen Parenting Program (Fairbanks, Alaska). The nine semifinalist programs are as follows: Biomufacturing Technology (Lexington, Massachusetts); Partners in Automotive Collision Technology (Lincoln, Rhode Island); Tech Prep (New York, New York); Hotel/Restaurant Management—Chef Apprentice Program (Arnold, Maryland); A Model Business/Education Partnership (Sanford, Florida); Youth Apprenticeship Program (Rockford, Illinois); Construction Trades/Apprenticeship (Secondary) (Rolla, Missouri); Marketing Education Program (Fargo, North Dakota); and Bethel's Building Bridges (Spanaway, Washington). Three appendices include criteria for selection, a matrix of the 12 winners, and contact information for all nominees. (KC)

ED 402 471

CE 073 128

Simon-Zarca, George

Apprenticeship in France: Between Tradition and Innovation.

Centre d'Etudes et de Recherches sur les Qualifications, Marseilles (France).

Report No.—ISSN-1156-2366

Pub Date—96

Note—5p.

Journal Cit.—Training & Employment; n25 Aut 1996

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Apprenticeships, Developed Nations, *Education Work Relationship, *Educational Change, Educational Philosophy, Educational Practices, Entry Workers, Foreign Countries, *On the Job Training, Postsecond-

ary Education, School Business Relationship, Secondary Education

Identifiers—*France

A study was made of the state of apprenticeship in France, using data gathered through telephone interviews with apprentices. Of a targeted group of 6,000 young apprentices, 70% participated in the survey. The study found that, until recently, apprenticeships had generally been used in France to train students in manual trades. During the past 10 years, legislation has been passed to expand apprenticeships to other youths, but change has been slow. At least three of four apprentices are still involved with traditional apprenticeship (artisanal enterprises or small businesses). A new form of apprenticeship has been emerging in the 1990s. With the expansion of apprenticeship to all diploma levels, the range of host companies was expanded. New segments of industry, such as consulting firms, hotel chains, and mass marketing firms have begun to offer apprenticeships to young people preparing for a baccalaureate degree or beyond. Schools provide the theoretical educational component of these apprenticeships, whereas the industries provide the practical training. Although this type of apprenticeship is still at an experimental stage, and the number of companies involved is still very limited, it is popular with students and is growing in importance. (KC)

ED 402 472

CE 073 129

Kerka, Sandra

Adult Education: Social Change or Status Quo? ERIC Digest No. 176.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-96-176

Pub Date—96

Contract—RR93002001

Note—4p.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Educational Objectives, *Educational Philosophy, *Educational Trends, *Empowerment, Social Action, *Social Change, Trend Analysis

Identifiers—ERIC Digests, *Status Quo

Since the 1920s, the focus of adult education has shifted from social change to professionalization to an emphasis on literacy and lifelong learning in a changing workplace. The adult education literature reflects ongoing debate over whether adult education should focus primarily on individuals or society and whether it should serve as a means of empowerment in a democratic society or an instrument for maintaining the status quo. Those who claim that adult education's mission is to support the status quo emphasize that adult education in North America serves primarily to socialize adults into changing circumstances in a basically stable (democratic-capitalist) society. Professionalization of adult educators also extends and upholds the existing system. On the other side of the debate are those who assert that, because of its emphasis on collaborative learning, knowledge production, power, and praxis (the interrelationship of reflection and action and theory and practice), adult education is a means of empowering people and thereby working for social change. It has been suggested that enlarging the boundaries of the profession of adult education to include those engaged in social action and change could build a bridge between academics and front-line activists. (Contains 17 references.) (MN)

ED 402 473

CE 073 130

Brown, Bettina Lankard

Community Involvement in K-12 Career Education. ERIC Digest No. 177.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Report No.—EDO-CE-96-177

Pub Date—96

Contract—RR93002001

Note—4p.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Role, *Career Education, *Community Involvement, Community Organizations, Educational Cooperation, *Educational Practices, Elementary Secondary Education, *Partnerships in Education, Public Agencies, *School Business Relationship, *School Community Relationship

Identifiers—ERIC Digests

Businesses, community agencies, career educators and counselors, churches, parents, and other community members are increasingly being approached to become actively involved in K-12 career education through school-to-work, tech prep, or other related programs. Community involvement in career education can assume many forms. Businesses can collaborate with schools through tech prep programs or youth apprenticeships. Community agencies such as the Chamber of Commerce can provide students with links to community leaders and community-based experiences through adopt-a-school programs and service learning projects. School counselors, parents, and other community members can help elementary school-aged children gain career awareness, clarify their values, and adopt positive work habits and behaviors. Parents can also become involved in their children's career choice process through mentoring, work shadowing, career planning activities, and documentation of experiences in career passports. The following suggestions have been offered for involving the community in K-12 career education: involve the right players; ensure commitment; develop a shared vision; produce a formal plan; emphasize performance; focus on common ground; and maintain the partnership. (Contains 10 references.) (MN)

ED 402 474

CE 073 131

Brown, Bettina Lankard

Career Resilience. ERIC Digest No. 178.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-96-178

Pub Date—96

Contract—RR93002001

Note—4p.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Change, Career Counseling, *Career Development, Career Education, *Career Planning, Definitions, Employer Employee Relationship, *Personality Traits

Identifiers—*Career Resilience, ERIC Digests, Resilience (Personality), *Self Reliance

Changes in the workplace such as mergers, acquisitions, reengineering, and downsizing are forcing individuals to recognize the temporary nature of all jobs and develop what has been termed "career resilience." "Career resilience" differs from "career self-reliance" in that the former refers to individual career development, whereas the latter refers to individual career self-management. Changing relationships between employers and employees have made it clear that companies are no longer responsible for the job security of their workers. Developing career resilience means taking charge of one's own career and developing characteristics identified with employability, including the following: teamwork, effective communication, adaptability to change, positive and flexible attitudes, continuous learning, self-confidence, willingness to take risks, and commitment to personal excellence. Organizations that support career resilience are committed to working in partnership with their employees and focusing on employee growth and development. Fostering career resilience is an important part of any career development effort. Career development professionals and counselors

can facilitate growth toward career resilience by doing the following: reframe career development around learning; adopt a wellness/fitness philosophy of career development; include benchmarking of work content and work strategy skills in career assessment; develop a future focus; and practice career self-reliance themselves. (MN)

ED 402 475 CE 073 132

Imel, Susan

Adult Literacy Education: Emerging Directions in Program Development. ERIC Digest No. 179.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-96-179

Pub Date—96

Contract—RR93002001

Note—4p.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Adult Students, Change Strategies, Educational Change, Educational Needs, Educational Objectives, *Educational Practices, *Literacy Education, Program Development, *Student Centered Curriculum, Student Characteristics, *Student Role, Teacher Student Relationship

Identifiers—ERIC Digests

Research has suggested that many adults choose not to participate in available literacy programs because they equate literacy education with school. Two new directions in adult literacy program development are being explored in an effort to make programs more appealing to nonparticipants. The first is connected to program content and the second centers around greater consideration of the differences among individual students. Literacy educators are shifting their focus from discrete reading/writing skills to the expressed needs of the broad spectrum of current and potential adult learners. They are developing programs emphasizing literacy for access and orientation and literacy as voice, a vehicle for independent action, and a bridge to the future. Increasing numbers of adult literacy educators advocate understanding learners both as individuals and as members of their cultural groups/communities. The following strategies have been recommended as ways of making literacy programs that are more appealing to adults, especially nonparticipants in literacy programs: (1) involve adults in program planning and implementation; (2) develop an understanding of learners' experiences and communities; (3) hire program staff who share the culture and life experiences of the program's learners; and (4) be clear about philosophy and purpose. (Contains 11 references.) (MN)

ED 402 476 CE 073 134

Brown, Duane And Others

Career Choice and Development. Third Edition.

Report No.—ISBN-0-7879-0204-7

Pub Date—96

Note—544p.

Available from—Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104.

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), Adult Development, Adult Learning, Adults, *Career Choice, *Career Counseling, *Career Development, Case Studies, *Decision Making, Holistic Approach, Information Processing, Job Satisfaction, Learning Theories, Life Satisfaction, Personality Traits, Problem Solving, Sociocultural Patterns, State of the Art Reviews, Vocational Adjustment, Work Environment

This book contains 12 papers examining established and newly emerging theories of career choice and development. Following prefaces to the third, second, and first editions by Duane Brown and Linda Brooks, the following papers are included: "Introduction to Theories of Career Development

and Choice: Origins, Evolution, and Current Efforts" (Duane Brown, Linda Brooks); "Holland's Theory" (Arnold R. Spokane); "The Theory of Work Adjustment and Person-Environment Correspondence Counseling" (Rene V. Dawis); "The Life-Span, Life-Space Approach to Careers" (Donald E. Super, Mark L. Savickas, Charles M. Super); "Gottfredson's Theory of Circumscription and Compromise" (Linda S. Gottfredson); "Krumholtz's Learning Theory of Career Choice and Counseling" (Lynda K. Mitchell, John D. Krumholtz); "Sociological Perspective on Work and Career Development" (Lawrence Hothkiss, Henry Borow); "Brown's Values-Based, Holistic Model of Career and Life-Role Choices and Satisfaction" (Duane Brown); "Career Development from a Social Cognitive Perspective" (Robert W. Lent, Steven D. Brown, Gail Hackett); "A Cognitive Information Processing Approach to Career Problem Solving and Decision Making" (Gary W. Peterson et al.); "A Contextual Explanation of Career" (Richard A. Young, Ladislav Valach, Audrey Collin); and "Status of Career Development Theories" (Duane Brown). All papers contain substantial bibliographies. Name and subject indexes are included. (MN)

ED 402 477 CE 073 158

Young, Roy Henry

A Case Study of Secondary School Cooperative Education Programs in the Province of Ontario and the State of Ohio.

Pub Date—95

Note—185p.; Ph.D. Dissertation, Ohio State University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price — MF01/PC08 Plus Postage.

Descriptors—Case Studies, Comparative Analysis, *Cooperative Education, Educational Attitudes, Educational Practices, *Employer Attitudes, Foreign Countries, High Schools, Models, Qualitative Research, Rural Areas, Rural Education, School Business Relationship, *Student Attitudes, Suburban Schools, *Teacher Attitudes, Urban Areas, Urban Education, *Vocational Education

Identifiers—*Ohio, *Ontario

The perceptions of cooperative education held by the students, teachers, and employers participating in cooperative education programs in Ohio and Ontario, Canada, were examined through six parallel case studies conducted in one urban, suburban, and rural school in each country. Data were gathered through site visits to each school, participant observations, document research, and open-ended interviews with 66 individuals (5 students and their employers and 1 teacher from each school). The research focused on participants' perceptions of the following: meaning and characteristics of work, intrinsic and/or extrinsic rewards, curriculum, and cooperative education's benefits. The participants perceived cooperative education as positive. It was credited with helping students become more mature, improve their self-esteem, communicate better, and develop organizational skills. Cooperative education was found to benefit employers by allowing them to train students and observe their work habits and to benefit schools by linking education and business. Students in Ontario received school credit for participating in cooperative education, whereas students in Ohio received school credits and at least minimum wage. Different models of cooperative education were noted in each country. (Appended are the student, employer, and teacher questions and study-related correspondence and forms. The bibliography contains 52 references.) (MN)

ED 402 478 CE 073 160

Reilly, Peter Tamkin, Penny

Outsourcing: A Flexible Option for the Future? IES Report 320.

Sussex Univ., Brighton (England). Inst. for Employment Studies.

Report No.—ISBN-1-85184-247-0

Pub Date—96

Note—103p.; Study supported by the IES Co-op-

erative Research Programme.

Available from—BEC Distribution, 15 Albion Close, Parkstone, Poole BH12 3LL, United Kingdom.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Economic Climate, Employee Attitudes, *Employer Attitudes, *Employer Employee Relationship, *Employment Practices, Foreign Countries, *Labor Market, Organizational Change, *Personnel Management, Private Sector, Public Sector, Small Businesses, Staff Development, Unions

Identifiers—Impact Studies, *Outsourcing, *United Kingdom

The nature, extent, and likely future of outsourcing in the United Kingdom was examined through an extensive literature review and interviews with small numbers of local authorities, companies, and contractors. Despite the limited data available, it appeared that outsourcing is concentrated in ancillary activities and is relatively marginal, both as a proportion of the work force and in terms of its organizational impact. Among the reasons cited for outsourcing were the following: cost, improved service, desire to focus on core business and reduce exposure, and flexibility to meet fluctuating supply and demand. The problems encountered by organizations resorting to outsourcing have stemmed from choosing outsourcing for the wrong reasons and preparing for it poorly. The following were identified as alternatives to outsourcing: changing the organization's overall shape/size; introducing more flexible work arrangements; and altering the means of structuring service provision. Special attention was paid to the best ways of planning and managing outsourcing, use of outsourcing by local governments, and effects of outsourcing on employees. It was concluded that continued pressures to reduce costs and maximize productivity will likely mean the continuation of partial and selective outsourcing, with clients becoming more sophisticated and demanding in what they expect from contractors. (Contains 98 references.) (MN)

ED 402 479 CE 073 161

ADA Guide for Small Businesses.

Department of Justice, Washington, D.C. Civil Rights Div.

Pub Date—[96]

Note—19p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Accessibility (for Disabled), Adult Education, Architecture, *Compliance (Legal), *Design Requirements, *Disabilities, Federal Legislation, Legal Responsibility, Physical Mobility, *Small Businesses, Structural Elements (Construction), Vocational Education

Identifiers—*Americans with Disabilities Act 1990

This guide presents an informal overview of some basic Americans with Disabilities Act (ADA) requirements for small businesses that provide goods or services to the public. References to key sections of the regulations or other information are included. The first section describes the ADA briefly. Section two lists the 12 categories of public accommodations or types of private businesses for which the ADA has established requirements, including stores and shops, restaurants and bars, service establishments, theaters, hotels, recreation facilities, private museums and schools and others. The third section focuses on existing facilities, covering these topics: architectural barriers, removal of architectural barriers, priorities for barrier removal, and examples of barrier removal such as accessible parking, accessible entrance, doors at entrances to businesses, turnstiles and security gates at entrances, shelves and maneuvering space, sales and service counters, serving counters, and fixed seating and tables. The next section makes suggestions for reviewing business policies and procedures. Next, communicating with customers with hearing or speech disabilities is addressed. The sixth section provides information on tax credits and deductions to help defer costs of compliance. New construction and alterations are discussed in

the seventh section. The last section lists ADA information sources. (YLB)

ED 402 480

CE 073 163

Kaiser, Tamara L.

Supervisory Relationships: Exploring the Human Element.

Report No.—ISBN-0-534-34559-X

Pub Date—97

Note—181p.

Available from—Brooks/Cole Publishing Co., 511 Forest Lodge Road, Pacific Grove, CA 93950-5098 (\$23.95).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Adults, Counselor Client Relationship, Counselor Evaluation, *Counselor Performance, Counselor Role, Guidance Centers, *Intercultural Communication, *Leadership Styles, Minority Groups, Social Work, *Supervision, Supervisor Qualifications, Supervisors, *Supervisory Methods, Therapeutic Environment, *Work Environment

This book focuses on the supervisor-supervisee relationship as it occurs in social service and counseling agencies. It teaches supervisors and supervisees to anticipate the workplace issues they may face and provides valuable insights about what really goes on in the clinical supervisory relationship. The book contains many diverse, real-life vignettes gathered from supervisors and supervisees in a variety of clinical settings. The book is written to benefit both supervisors and supervisees and focuses on the interpersonal issues that can either impede or enhance effective supervision. Many of the examples in the book relate to cross-cultural issues. The five chapters of the book address the following topics: (1) the importance of relationship; (2) power and authority; (3) power—dual roles in supervision; (4) shared meaning; and (5) trust. Each chapter contains discussion, vignettes, a summary, and questions to promote critical thinking. Contains 147 references. (KC)

ED 402 481

CE 073 164

Bergman, Terri Cheney, Scott

Delivering Cost Effective Services to Small and Mid-Sized Companies. A Guide for Workforce and Workplace Development Providers. Business Assistance Tools.

National Alliance of Business, Inc., Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—Nov 96

Contract—F-4357-3-00-80-60

Note—107p.; Product of the National Workforce Assistance Collaborative.

Available from—National Alliance of Business, Distribution, P.O. Box 501, Annapolis Junction, MD 20702; phone: 800/787-7788; fax: 301/206-9789; e-mail: info@nab.com

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Computer Assisted Instruction, Consortia, Continuing Education, *Cooperative Programs, Cost Effectiveness, *Demonstration Programs, Distance Education, *Institutional Cooperation, *Labor Force Development, *On the Job Training, Program Development, *School Business Relationship, Small Businesses, Teaching Methods, Volunteers

This publication is designed to help service providers deliver high-quality workplace development services cost effectively to small and medium-sized businesses. The guide looks at five service delivery strategies: learning consortia, walk-in centers, distance learning, computer-based training, and trained volunteers. These five strategies offer a number of insights into how providers can both reduce costs and compensate for the negative side-effects that may be associated with cost reduction. The guide includes the following: (1) a discussion of each of the five delivery strategies and how they are being implemented; (2) five detailed case studies of exemplary programs delivering high-value services at relatively lower costs; and (3) 26 one-

page summaries of programs following one or more of the five delivery strategies, along with relevant contact information for each program. The programs profiled are conducted throughout the country. Appendices list additional programs and organizations, advisory groups of the National Workforce Assistance Collaborative, and products and services of the collaborative. (KC)

ED 402 482

CE 073 165

Missouri Vocational Education Annual Performance Report, 1996.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—Dec 96

Note—137p.; For the 1995 report, see ED 389 921.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Disabilities, Displaced Homemakers, Early Parenthood, Educational Finance, *Enrollment, *Outcomes of Education, Postsecondary Education, Program Descriptions, Program Effectiveness, Program Evaluation, *Program Implementation, Secondary Education, *State Programs, *Vocational Education Identifiers—*Missouri

This report includes summaries of activities and accomplishments in the state's efforts to implement performance standards and core measures as well as programs in the following: (1) secondary, postsecondary, and adult occupational; (2) single parent, displaced homemaker, and single pregnant women; (3) sex equity; (4) criminal offenders; (5) special populations; (6) state leadership and professional development; (7) community-based organizations; (8) consumer and homemaking education; (9) tech prep; (10) integrating applied academics into vocational education; and (11) career guidance and counseling. Highlights of the report include the following: (1) Missouri's vocational education delivery system provided a full range of programs, services, and activities for individuals attending secondary and postsecondary and adult institutions during Fiscal Year 1996; (2) the system was comprised of 438 local education agencies (LEAs) that included 417 comprehensive high school districts (52 with area vocational schools), 1 state technical college, 12 community college districts, 7 four-year institutions, and 2 state agencies; (3) over \$21 million federal, \$50 million state, and \$90 million local dollars were expended to support vocational education, serving 124,899 secondary students, 55,855 postsecondary students, and 98,077 adults; and (4) specialized programs were operated within the delivery system, including 41 at-risk student centers, a system of industry-specific training provided to 34,877 employees of 264 companies during the year, a network of 7 regional and 2 metropolitan centers providing programs for single parents and displaced homemakers, and 29 formal assessment centers. Appendixes include 26 tables of program statistics and program descriptions of exemplary programs. (KC)

ED 402 483

CE 073 168

Winkler, John D. And Others

Assessing the Performance of the Army Reserve Components School System.

Rand Corp., Santa Monica, Calif.

Spons Agency—Army Training and Doctrine Command, Fort Monroe, Va.

Report No.—ISBN-0-8330-2377-2; RAND-MR-590-A

Pub Date—96

Contract—MDA903-91-C-0006

Note—162p.; For a briefing report, see CE 073 171.

Pub Type—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Costs, *Educational Change, *Educational Finance, Educational Improvement, *Educational Quality, Educational Research, Instructional Materials, *Leadership Training, Military Personnel, Military Schools, *Mili-

tary Training, Program Effectiveness, Program Evaluation, *Technical Education Identifiers—*Army Reserve

The operation of the U.S. Army's Reserve Components (RC) school system was assessed. Three areas were identified that were fundamental to the system where organizational changes could make a difference. First, the project assessed training requirements and school delivery of courses. In serving a sizable training requirement for reclassification training, the RC school system faced two main problems: the system lacked the capacity to provide places for all soldiers needing training and about one-third of the quotas allocated went unused. These problems and the backlog of soldiers needing noncommissioned officer training arose from both capacity constraints and an inability to efficiently use existing capacity. Second, three main areas related to training quality were assessed: presence of correct and up-to-date training coursework, qualified instructors, and appropriate support at training sites. Results indicated more problems with coursework than with the other elements. Training materials were received too late and in quantities insufficient for class size. Third, the project assessed training resources and costs. Results suggested that Reserve Component Training Institutions (RCTIs) may need to move toward becoming larger and more specialized, with more fixed sites and organic assets and with repeated courses with more predictable student loads. Although increased consolidation and specialization should help, achieving further efficiencies would require new school organizations and improved resource planning and management systems. (Contains 14 references.) (YLB)

ED 402 484

CE 073 170

Quigley, Denise D.

A Schooling and Employment Profile of Immigrant and Native Youth: 1970-1990.

Rand Corp., Santa Monica, Calif.

Report No.—RAND-P-7906

Pub Date—95

Note—32p.

Pub Type—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Bound Students, Comparative Analysis, *Employment Patterns, *Enrollment Trends, *Immigrants, *Labor Force, *Noncollege Bound Students, Secondary Education, *Youth

Over the last 30 years, the demographic picture of youth in the United States has changed as a result of the "immigrant boom." The percentage of youth who are immigrants has increased, and the bulk of them have been in the United States from 1-5 years, are aged 20-24, and are male. The educational make-up of the youth population has also changed: (1) the number of immigrants enrolled in secondary schools over the last 30 years has increased; (2) the share of school leavers who are immigrants will decrease in the near future but remain a large share of the youth population; (3) natives with immigrant parents are a sizable percentage of the student population; (4) this large portion of immigrants enrolled in secondary schools translates into an increase in noncollege-bound immigrants; and (5) immigrants suffer from severe grade delay and are heavily concentrated in a few areas of the country. Labor force participation increased for all three groups of youth—native born, recent immigrant, and other immigrant. Native and other immigrant youth tend to "mature" in terms of labor market participation at the age of 23, whereas recent immigrants "mature" at age 19. The bulk of 16-19 year-old natives and immigrant youth, who have been in the United States longer than 5 years, are both in the labor force and enrolled in school, and the bulk of 16-21 year-old recent immigrants who are in the labor force are working but not in school. (Contains 10 references.) (YLB)

ED 402 485

CE 073 171

Winkler, John D.

Restructuring the Total Army School System. Documented Briefing.

Rand Corp., Santa Monica, Calif.
Spons Agency—Army Training and Doctrine Command, Fort Monroe, Va.
Report No.—ISBN-0-8330-2324-1; RAND-DB-153-A

Pub Date—96
Contract—MDA903-91-C-0006
Note—29p.; For a technical report, see CE 073 168.

Pub Type—Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Costs, *Educational Change, *Educational Finance, Educational Improvement, *Educational Quality, Educational Research, *Leadership Training, Military Personnel, Military Schools, *Military Training, *Technical Education

Identifiers—*Army Reserve

With the eventual aim of developing a "Total Army School System," the U.S. Army requested an independent and objective assessment of the operation of the Reserve Component (RC) training system. The first portion of the analysis dealt with the extent to which RC Training Institutions (RCTI) were successful at meeting units' training requirements. Data showed a sizable training requirement for reclassification training, but the RC school system faced two main problems: it lacked capacity to provide a place for all soldiers needing training and one-third of the quotas allocated went unused. The current RCTI school training capacity was considerably smaller than this large requirement. Three main areas related to training quality were assessed: qualified instructors, appropriate support on hand at training sites, and presence of correct and up-to-date training courseware. Results indicated more problems with courseware than with the other elements of quality. Training materials were often received too late and in insufficient quantities and were outdated and inadequate. Instructors also reported that training was sometimes seriously impeded by a lack of training support. Instructor qualifications were not a serious problem. Personnel costs accounted for 87 percent of the total RCTI cost estimates. Nearly half the total cost of operating RCTIs was paid for with fixed dollars; extra dollars contributed relatively little to the total cost of training. (YLB)

ED 402 486 CE 073 172

Doty, Charles R.

School to Work. Why Students Don't Know What They Want To Do!

Pub Date—18 Nov 96

Note—17p.; Paper presented to the Phi Delta Kappa Rutgers University Chapter (Piscataway, NJ, November 18, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Choice, Cost Effectiveness, *Education Work Relationship, Educational Benefits, *Educational Needs, *Educational Objectives, Federal Legislation, Higher Education, *Labor Needs, Noncollege Bound Students, Public Policy, *Relevance (Education), Secondary Education, Vocational Education

The focus of prekindergarten-grade 12 education has changed from maintaining a democracy to producing people who will enter college to become the scientists and engineers required to maintain the U.S. economy. Students who do not "fit" that curriculum are to be ignored. Despite the widening gap between the numbers of individuals preparing for professional jobs and job demand, many parents still have unrealistic expectations regarding the return on investment in a college education, and huge numbers of students still attend college with no career goal in mind. Like many other educational initiatives before it, school-to-work has been designed for the best students preparing for the best jobs and it does not consider labor market realities adequately. The following factors have made it difficult for students to formulate realistic career goals: lack of career guidance, up-to-date information on careers/jobs, and information about themselves; rapid changes in job demand; emphasis on

more education for entering the next level of education; and unrealistic expectations. The situation is not hopeless, however. New technology and information sources, such as the Internet, contain information that educators can use to provide a curriculum that is more relevant to real-life expectations. (Contains 57 references including articles, books, curriculum sources, evaluation systems, ERIC sources, internet sources, newspapers, and school-to-work-sources.) (MN)

ED 402 487 CE 073 174

Quigley, B. Allan

Action Research for Staff Development in Four Regional Staff Development Centers and Establishment of a Statewide Action Research Network. Final Report.

Pennsylvania State Univ., Monroeville.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

Pub Date—96

Note—82p.; Product of PA-ARN (Pennsylvania Action Research Network).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Action Research, Adult Basic Education, Adult Educators, *Literacy Education, Mentors, Models, *Networks, *Outreach Programs, Regional Programs, *Staff Development

Identifiers—353 Project
Approximately 35 literacy practitioners in Pennsylvania were trained and mentored in action research from July 1995-June 1996. The project used two models of delivery. With a team of five trainers/mentors, the urban model was developed in the Pittsburgh and Erie western region and an outreach model was used in the northern, northeastern, and central regions of the state. In the urban sites, two trainers/mentors met biweekly/monthly with participants at two major institutional host locations in Pittsburgh and Erie. In the outreach model, the three outreach trainers/mentors conducted one or two training sessions with remote learner groups and followed up by telephone/teleconference. Products included an action research handbook and planner and four newsletters. The project established a data bank and network among participants. An informal meeting of participants was conducted at the annual state literacy conference, at which it was found that 29 literacy practitioners came to the project organizational meetings; 25 were trained/mentored; 20 monographs were completed; and the group support of the urban model made it more effective than the outreach model. (Appendixes include the handbook, four Action Update newsletters, and evaluation results.) (YLB)

ED 402 488 CE 073 175

Advancing Basic Skills through the Use of On-line Services. 1995-1996 Special 353 Project.

Lehigh Carbon Community Coll., Allentown, PA.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

Pub Date—96

Note—63p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, *Basic Skills, *Curriculum Development, Internet, Keyboarding (Data Entry), *Literacy Education, Online Searching, *Online Systems, Program Development, *Reference Services, Teaching Guides, Word Processing

Identifiers—353 Project
This curriculum and instructor's guide were developed for adult literacy students to advance their literacy skills and prepare for the General Education Diploma exam using the information on the Internet via an online service. The report of the project that developed the curriculum describes the following project activities: computer technology and terminology were introduced through a lecture and hands-on exposure; the Windows environment was presented through the Windows tutorial and lecture; America Online was introduced via the use of a data panel, lecture, and hands-on learning; stu-

dents used a DOS-based typing tutor to learn proper keyboarding skills; Microsoft Word was used to teach students basic word-processing skills and to prepare final reports; and students developed a 2-week travel itinerary by accessing America Online information for the reports and to send and receive electronic mail. Student responses, reports, and e-mail correspondences indicated students had gained sufficient computer and comprehension skills while using America Online and the other computer programs. The instructor's guide contains attachments intended to be used to facilitate curriculum use. The basic computer operation and information section provides a very general introduction. The America Online attachment is a brief summary of some information it presents. The student project on England is a detailed presentation of how the imaginary 2-week trip was planned. Student evaluations are also attached. (YLB)

ED 402 489 CE 073 177

Making Connections. A Cross Training Handbook for Adult Literacy Providers.

Philadelphia Mayor's Commission on Literacy, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

Pub Date—96

Note—48p.; For a related report, see CE 073 176.
Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Basic Skills, Cooperative Planning, *Cooperative Programs, *Coordination, *Information Dissemination, *Literacy Education, Models, *Regional Planning, Regional Programs, *Shared Resources and Services

Identifiers—353 Project, Pennsylvania (Philadelphia)

This handbook has been prepared for the use of literacy practitioners interested in developing strategies for promoting service integration for their clients. The main body of the handbook is divided into three sections. Section 1, Getting Started, gives insight into the initial considerations and planning activities involved in getting started in cross-training. It is divided into these topics: deciding to do cross-training, selecting partners, assessing the need, selecting activities, recording information, and training staff. Section 2, Conducting the Project Activities, explains the implementation of activities in a cross-training project. It includes these topics: kick-off activities, community planning, centralized activities, and supporting networking. Each topic has two sections. A section of general considerations has the following components: description (introduces the topic); keep in mind (provides ideas and issues to consider under this topic); and how to (describes the process for implementation). A section on the experiences of the Philadelphia Mayor's Commission on Literacy (MCOL) documents the specific steps that were followed in the MCOL's cross-training project. Section 3, Keeping It Going, discusses how to keep networks active over time. (YLB)

ED 402 490 CE 073 178

Development of a Collaborative Family Literacy Program. Final Report.

Center for Literacy, Inc., Philadelphia, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

Pub Date—96

Note—41p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Agency Cooperation, Community Organizations, Cooperative Planning, Demonstration Programs, Early Childhood Education, Family Programs, Intergenerational Programs, *Literacy Education, Models, Partnerships in Education, Program Development,

Public Agencies, Questionnaires, *Statewide Planning
Identifiers—353 Project, *Family Literacy, *Pennsylvania

A project was undertaken to develop a model that adult basic and literacy education (ABLE) programs throughout Pennsylvania could use as a framework to develop and implement collaborative family literacy programs in cooperation with human services agencies and community-based organizations, including providers of Even Start, Head Start, and other early childhood programs. The following were among the main project activities: documentation of the linkages needed to develop a collaborative family literacy program; identification of three family literacy programs as case study sites; observation of interviews with key partners in the collaboration required for family literacy service provision; comparative study of existing models for community-based planning and family literacy program development; and production of a practical manual to help ABLE providers develop collaborative family literacy programs and evaluation of the manual by external reviewers (all were adult education providers). The external reviewers found the model collaborative family literacy program to be practical and exportable and the manual to be applicable and useful. The reviewers' qualitative comments on specific sections of the manual were incorporated into its final revision. (The bibliography lists eight references. Appended are sample completed learner questionnaires and reviewer evaluations.) (MN)

ED 402 491 CE 073 179

Sherow, Sheila M. Scrimshaw, Roberta

The Entrepreneurial Training Center (ETC): A School-to-Work Transition Model Adapted for Out-of-School Adult Learners. ETC Methods and Materials Resource Book.

Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

Pub Date—96

Note—389p; For a related final report, see CE 073 180.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—Adult Education, Adult Literacy, Career Education, *Career Exploration, Curriculum, Demonstration Programs, *Education Work Relationship, *Employment Potential, *Entrepreneurship, Instructional Materials, Learning Activities, *Lifelong Learning, Literacy Education, Models, *Rural Areas
Identifiers—353 Project

This resource book provides materials and methods for a model Entrepreneurship Training Center (ETC) school-to-work program for rural out-of-school adults. Introductory materials include learning goals within ETC's four curriculum areas, instructional methods, and introduction to key concepts. The remainder of the book is divided into four sections corresponding to ETC's curriculum areas. Each section begins with an overview of the area. The area is divided into a number of categories, each of which consists of key concepts. For each key concept, these materials may be provided: readings, information, and activities. The work force readiness area addresses the following key concepts: job readiness, career awareness and exploration, career planning, obtaining employment, skills employers look for, basic skills as they relate to the workplace, and job performance and promotion. The entrepreneurship area's key concepts are as follows: the entrepreneur personality type, small business, starting a business, types of business ownership, business plan, marketing plan, production or service processes plan, management plan, financial plan, and business law. The lifelong learning area consists of these key concepts: views on lifelong learning, knowledge span, study skills, memory skills, educational trends, and postsecondary and training opportunities. The technology in the workplace area has only one concept: computer software to format a resume. Additional resources include names of organizational resources and the

Pennsylvania Small Business Operations and Resources Guide. (YLB)

ED 402 492 CE 073 182

Focus on Networking. A 353 Special Project, FY 1995-96. Final Report.

Royce and Royce, Inc., Lancaster, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

Pub Date—96

Note—51p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Adult Programs, Curriculum Development, *Demonstration Programs, Educational Practices, Educational Technology, English (Second Language), *Information Dissemination, Information Networks, *Literacy Education, Material Development, *Newsletters, Special Needs Students, Staff Development, Statewide Planning

Identifiers—353 Project, Family Literacy, *Pennsylvania

The Focus on Networking project was undertaken to identify significant Adult Education Act Section 353 demonstration projects produced by Pennsylvania project directors and adult basic and literacy education (ABLE) practitioners nationwide and to publish a newsletter to disseminate information about those projects. A panel of 6 literacy experts reviewed 72 special projects funded by the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education in fiscal years 1994 and 1995. Also reviewed were 82 out-of-state projects that were selected from among 120 projects recommended by 26 different states. The programs were rated on a 5-point scale in four categories: innovation, effectiveness, adaptability, and final report. The 23 projects rated as exemplary and the 28 that received an honorable mention were featured in 6 issues of a newsletter titled "Focus" that was distributed to Pennsylvania's ABLE programs and others interested in ABLE, including all librarians and legislators in Pennsylvania. The six issues of "Focus" highlighted programs in the following areas: technology; family literacy; English as a second language; curriculum; special populations; and staff development. (All six newsletters are included.) (MN)

ED 402 493 CE 073 184

Rettinger, Georgina S.

Parents and Preschoolers: Literacy Partners (Keys for Kids), Fiscal Year 1995-1996.

Greenville Literacy Council, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

Pub Date—96

Note—126p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Curriculum Guides, *Emergent Literacy, Learning Activities, Lesson Plans, *Literacy Education, *Parent Education, Parents, *Parents as Teachers, Preschool Children, Preschool Education, Program Development, Program Effectiveness, Student Recruitment, Young Adults

Identifiers—353 Project, *Family Literacy

In an effort to recruit more adults in the 18-25 age group, the Greenville Literacy Council of Greenville, Pennsylvania, developed the Keys for Kids program, which was designed to teach young parents to foster emergent literacy skills in their preschoolers and thereby improve their own literacy skills. An 8-week training program was developed to help parents use emergent literacy activities with their children while practicing their own literacy skills. Parents of preschoolers were recruited through news articles, radio advertisements, school fliers, and telephone contacts. The program was delivered and evaluated in four school districts. The approach of recruiting parents as teachers of their preschoolers proved quite successful. Although

those participants who agreed to be tested exceeded the established benchmark of progress, too few participants agreed to be tested for the test results to be declared significant. The project was successful in getting most participants to alter their lifestyles and improve their own reading and writing skills by using emergent literacy activities regularly with their children. (Appendixes constituting approximately 75% of this document contain the following: Keys for Kids curriculum guide, including lesson plans for 16 class sessions and supplemental plans for parents with higher-level skills; recruitment materials; and the end-of-project survey instrument.) (MN)

ED 402 494 CE 073 185

Pennsylvania Adult Literacy Practitioner Inquiry Network (PALPIN). Final Report.

Pennsylvania Univ., Philadelphia. Graduate School of Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

Pub Date—Aug 96

Note—75p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrators, Adult Basic Education, *Adult Educators, *Adult Literacy, Computer Oriented Programs, *Information Networks, *Inquiry, Institutes (Training Programs), Literacy Education, Meetings, Newsletters, Professional Development, Program Development, Program Effectiveness, Records (Forms), Rural Areas, Staff Development, *Statewide Planning, Teacher Improvement, Tutors, Urban Areas

Identifiers—353 Project, *Pennsylvania, *Teacher Researchers

The Pennsylvania Adult Literacy Practitioner Inquiry Network (PALPIN) project was conducted to establish statewide and regional inquiry groups to help adult literacy practitioners improve their performance by raising and investigating issues meaningful to their day-to-day practice. The conceptual framework underlying Philadelphia's Adult Literacy Practitioner Inquiry Project practitioner network was modified to fit the needs/interests/capabilities of adult literacy practitioners/programs throughout Pennsylvania. The modified framework was used to establish inquiry groups in two of Pennsylvania's staff development regions, each serving diverse urban, suburban, and rural populations. In the first region, the entire inquiry group met monthly, with smaller groups convening more often. In the second region, the inquiry group met every other month and participants were assigned inquiry mentors from another staff development region. A 4-day winter inquiry institute that was open to practitioners from anywhere in Pennsylvania was planned and facilitated by three Philadelphia practitioners and the project director. All project recruitment goals were met or exceeded, the project completion rate was high, and feedback from participants was extremely positive. (Appendixes constituting nearly 70% of this document contain the following: sample application, flier, newsletter article, response sheet, and final response sheet; meeting agendas; winter inquiry institute newsletters; and inquiry questions/topics/titles.) (MN)

ED 402 495 CE 073 186

Gruber, Samuel C.

Cumberland Valley School District's "High School Diploma Program for Adults." How This Program Can Be Modeled by Local School Districts and Educational Agencies.

Cumberland Valley School District, Mechanicsburg, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

Pub Date—96

Note—49p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Adult Programs, *Demonstration Programs, *Extension

Education, *High School Equivalency Programs, Program Development, Program Effectiveness, Program Implementation, Statewide Planning

Identifiers—353 Project, *Pennsylvania, *Program Replication

Since 1976, the Cumberland Valley School District (Mechanicsburg, Pennsylvania) has offered an external high school diploma program for adults that combines academic achievement with life skill competencies. In 1995-1996, the Cumberland Valley School District received funds to recruit three educational agencies/school districts willing to replicate its high school diploma program for adults. A booklet explaining how to replicate the program was developed, and the life skills used in the diploma program were updated. After presentations describing the High School Diploma Program for Adults had been made at regional staff development workshops across Pennsylvania, three local school districts agreed to initiate high school diploma programs modeled after the Cumberland Valley School District's program (Northwest Intermediate Unit #5, Schuylkill Intermediate Unit #29, and Metropolitan Career Center and the Philadelphia School District). The workshop presentations of the program were extremely well received. The biggest barrier to acceptance of the model program was General Educational Development (GED) providers' fear of losing their programs. (Appendixes constituting more than 80% of this report contain the following: Achieve brochure; "How-To Booklet"; findings from the Region I workshop evaluation; proposal for a high school diploma for adults instead of a GED certificate; and sample partnership letter.) (MN)

ED 402 496 CE 073 187

AXIS: Accessible eXpress Intercommunication for Staff Development. Final Report.

Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

Pub Date—96

Note—14p.; For a related handbook, see CE 073 188.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Computer Networks, Computer Oriented Programs, Computer Uses in Education, *Information Dissemination, Information Networks, *Literacy Education, Material Development, Program Development, Program Effectiveness, *Staff Development, *Statewide Planning, Systems Approach

Identifiers—353 Project, *Pennsylvania

Project Accessible eXpress Intercommunication for Staff Development (AXIS) was undertaken to coordinate, unify, and systematize communications related to the staff development programs administered by Pennsylvania's Bureau of Adult Basic and Literacy Education (ABLE) by developing a unified system of print materials, online connectivity, and general communication. The following were among the main project activities: organize online communications (via America Online) and a chat forum to link Pennsylvania's regional staff development centers; maintain an online library of staff development resources; centralize and unify publications funded by ABLE; produce "The Pennsylvania Adult Basic and Literacy Education Handbook for Program Administrators, 1996 Edition"; develop a newsletter called "FOCUS on Networking" for adult literacy educators/programs and refine and establish supplier support for the adult education professional newsletter "What's The Buzz?"; produce brochures, fliers, and other materials publicizing various ABLE programs/projects; participate in and report on the activities of the Pennsylvania Adult Literacy Practitioner Network; and attend various meetings, workshops, and other activities related to ABLE. Despite budget and time constraints, all project goals were exceeded. The materials developed during Project AXIS were positively received and were concluded to provide communications

support for ABLE staff development activities that did not previously exist. (MN)

ED 402 497 CE 073 188

Reiff, Tana, Ed.

The Pennsylvania ABLE Administrators Handbook, 1996 Edition. A Guide for Administrators of Programs Providing Adult Basic and Literacy Education Services in Pennsylvania. Lancaster-Lebanon Intermediate Unit 13, Lancaster, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

Pub Date—96

Note—67p.; For a related report, see CE 073 187.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Guides, *Adult Basic Education, *Adult Literacy, Coordination, Correctional Education, Educational Finance, Financial Support, Futures (of Society), Grantsmanship, High School Equivalency Programs, Holistic Approach, Homeless People, Instructional Materials, Job Training, Library Services, *Literacy Education, Media Selection, Personnel Management, Professional Development, *Program Administration, *Program Development, Public Housing, Staff Development, *Statewide Planning, Strategic Planning, Workplace Literacy

Identifiers—353 Project, Family Literacy, General Educational Development Tests, *Pennsylvania

This guide, which is intended for administrators of programs providing adult basic and literacy education (ABLE) services in Pennsylvania, contains 59 individually authored papers devoted to planning, managing, and improving ABLE programs. The following are among the topics discussed in the guide's five sections: understanding the role of the ABLE program administrator (adult education for the 21st century, ABLE service delivery in Pennsylvania, guiding philosophy for ABLE program administrators); planning ABLE programs (application procedures for ABLE-administered funds; grant proposing; collaboration/coordination of ABLE services; holistic adult education programs; family literacy efforts; work force education; ABLE programs in homeless shelters, public housing, correctional institutions, and public libraries; distance learning opportunities; logistics of multiple-site programs; long-range planning); developing an effective staff (leadership in hiring, supervising, and rewarding staff; recruiting, training, and managing volunteers; Pennsylvania's regional professional development system; local-level professional development; action research for professional development; practitioner inquiry; state/national ABLE professional resources; graduate study in adult education); managing for program improvement (recruiting adult students; performance assessment; considerations for English-as-a-second-language program, data collection and accountability; the General Educational Development [GED] tests in Pennsylvania; dropout prevention strategies); and using resources and directories (the ABLE administrator's essential bookshelf and GED testing centers in Pennsylvania). (MN)

ED 402 498 CE 073 189

McElwee, John And Others

A Trainer of Trainers Model to Effectively Disseminate Multi-Media Tutor Training Program.

Interactive Images, Pittston, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

Pub Date—96

Contract—99-6009

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Communication Skills, *Information Dissemination, Interactive Video, Interpersonal Competence, Models, *Multimedia Instruction, Optical Disks, *Statewide Planning, Teacher Attitudes,

Teacher Effectiveness, *Trainers, Training Methods, *Tutors

Identifiers—353 Project, *Train the Trainer

In 1994-95, the firm Interactive Images developed an interactive laserdisc training program to train adult literacy tutors in four specific areas: interpersonal skills; communication skills; expectations of effective tutors; and incorporation of the skills of effective teaching into a tutoring session. In 1995-96, a trainer-of-trainers model was developed to provide a vehicle for dissemination of the interactive laserdisc training to adult literacy tutors throughout Pennsylvania. The trainer-of-trainers model developed called for training to be delivered in two stages. In the first stage, Interactive Images staff, six Tutors for Literacy Council (TLC) members and four regional tutor trainers attended a 2-day intensive workshop during which a hands-on approach was used to help the TLC members and tutor trainers become comfortable with the laserdisc training program's hardware and software. In the second stage, the facilitators traveled to each of four regional sites where they helped develop and implement follow-up training workshops. Interactive Images provided all necessary equipment, a presenter, and a technical support person at each regional session. The training program was received very positively and praised for its user friendliness, applicability in training tutors, and content. (Appended is information from an evaluation of the multimedia training program.) (MN)

ED 402 499 CE 073 191

Smith, Clifton L.

Benchmark Standards for Youth Apprenticeship Programs in Georgia.

Pub Date—30 Jun 96

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Apprenticeships, *Articulation (Education), Certification, Cooperative Programs, Credentials, Educational Planning, Institutional Cooperation, *Program Evaluation, Program Improvement, Secondary Education, Self Evaluation (Groups), *State Standards, Two Year Colleges

Identifiers—*Benchmarking, *Georgia

A project was conducted in Georgia to improve the quality of youth apprenticeship programs by identifying and validating a benchmarking system leading toward the establishment of a set of common, valued quality components and indicators for use by local educational agencies. Project activities were undertaken to accomplish the following: (1) validate existing youth apprenticeship performance measures; (2) validate the existing quality components that make up the goals for youth apprenticeship; (3) develop an understanding of youth apprenticeship implementation; and (4) establish a benchmarking system to assist secondary schools and postsecondary institutions in program improvement. The benchmarking process, originally developed by business, was adapted for this project to address both the quality improvement and the measurement needs of youth apprenticeship programs. The benchmarking instrument and process developed for this project were pilot tested with a secondary school and associated postsecondary technical institute. The final product is a self-assessment instrument that can be used to guide and enhance the nature and level of implementation of youth apprenticeship practices in schools. The benchmarking instrument contains standards organized into 10 topical areas: philosophy and purpose, organization and administration, school-based learning, work-based learning, articulation, instructional faculty, financial resources, program marketing, program steering committee, and evaluation. It also includes a summary profile and a deficiency identification and correction report to be used for identifying each deficiency and preparing a step-by-step correction plan. Contains standard statements for each topical area. (KC)

ED 402 500 CE 073 193

Stevens, Paul

Bottom Up Succession Planning Works Better. Centre for Worklife Counselling, Sydney (Australia)

lia).

Pub Date—96

Note—5p.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adults, *Career Development, Career Ladders, Employment Level, *Employment Practices, Employment Qualifications, Foreign Countries, *Job Satisfaction, Job Skills, *Occupational Aspiration, Occupational Mobility, Organizational Change, Organizational Development, Personnel Management, Power Structure, *Promotion (Occupational), Quality of Working Life, *Staff Development, Work Environment

The majority of current succession planning practices reflect the viewpoint of only a linear career direction for ambitious people. They are based on the premise that competent people have and want only one career direction—an upwardly mobile one. In today's work force, however, a "bottom-up" process works better in succession planning. This process, which usually focuses no more than 2 years ahead, involves asking employees about their career goals at regular intervals and helping them develop career plans and competencies to meet their goals while allowing the organization to change to meet changing marketplace needs. Career paths need not be only upward and linear, but can involve eight directions, including lateral moves and temporarily moving down to a job with less responsibility in order to learn new skills. In this process, succession planning should resemble more a gridlike pattern than a traditional organization chart. Focusing on replacing incumbents is an old-fashioned idea that presumes that positions will remain the same, an unlikely assumption in a changing world. Succession planning should ensure that teams of people are ready for contingencies, organizational expansion or contraction, entering new markets, and handling changes in the nature of technology. Employees should be educated in career management and skilled in self-reliant practices in their own career development. This model suits the new workplace much better than the older top-down succession plan. (KC)

ED 402 501

CE 073 194

Stevens, Paul

The Worklife Methodology. A Framework for**Career Transition Making.**

Centre for Worklife Counselling, Sydney (Australia).

Pub Date—96

Note—7p.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adults, Career Change, Career Choice, *Career Counseling, *Career Development, Career Planning, Evaluation Methods, *Evaluation Utilization, Foreign Countries, Models, Occupational Information, Resources, Self Actualization, *Self Concept Measures, *Self Evaluation (Individuals), Vocational Interests

The Worklife Methodology is a process for helping people determine their next career and life management actions. It includes three components: the Stevens' Model of Career Development; Structured Analysis through Career Analysis Levels 1, 2, or 3; and the Three-Dimensional Analysis Process. The Stevens' Model of Career Development is a formula for taking people through the whole journey of self-exploration and evaluation of their career options and on to the successful implementation of their choice, given their employment environment or labor market opportunities and restrictions. The model shows the sequence in which a person should proceed to resolve worklife direction problems. The model has six stages, with specified activities within each stage: self-assessment, interpreting data, opportunity awareness, decision learning, transition training, and transition accomplished. Structured Analysis provides three levels of self-search through the use of an equation that helps to order information in a coherent way that will lead to improved understanding and comfort in choosing a particular career action. The third component of the Worklife Methodology, the Three-dimensional (3-

D) Analysis process includes a focus on job content, employment environment type, and lifestyle preferences. The Worklife Methodology seeks to help a person define his or her real self. It is now widely used to assist adults in personnel review situations in Australia and New Zealand, and it is also being used in other countries for helping people through career transitions, employment problems, and unemployment. (KC)

ED 402 502

CE 073 195

Stevens, Paul

What Works and What Doesn't in Career Development Programs.

Centre for Worklife Counselling, Sydney (Australia).

Pub Date—96

Note—9p.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adults, Career Change, Career Choice, *Career Development, Career Guidance, *Career Planning, *Employer Employee Relationship, Employment Practices, Foreign Countries, Occupational Information, Organizational Development, Program Implementation, Resources, Self Actualization, *Self Evaluation (Individuals), *Staff Development, Workshops

Career development has become important in organizations struggling with restructuring and its effects on employees. Employees now understand the process as a way to gain employability skills in order to obtain different jobs within their companies or elsewhere. Career development often takes place in workshops, although many people prefer a more private setting, at least initially. Self-assessment tools can be used, but they should avoid any association with tests. A range of career-learning material should be offered, such as self-help libraries and software systems such as DISCOVER, Career Builder, or System of Interactive Guidance and Information (SIGI) PLUS. The best workshop design seems to be 2 consecutive days followed up with a day 5-8 weeks later. An external career trainer should lead the workshops, rather than an internal trainer. Managers should undertake the process first so that they can learn to be career coaches for their employees. Employees should be encouraged to develop their self-knowledge and then to develop knowledge of other jobs they might like. Although employers fear that most employees will ask for promotions, most employees actually want more variety and more opportunity to learn in their jobs. Mentoring support can be helpful, and bottom-up succession planning is more useful than the older top-down method. Some reasons for the failure of career development programs are as follows: they focus on the needs of only a portion of the employee population with an organization; they rely on inadequate methods of self-assessment measurement; they avoid a systems approach; they depend on workshops as the only learning media; upper management has not been part of the process before implementation; and performance appraisal discussions have been mixed with career review discussions. Today's organization is not the authoritarian vertical hierarchical type; employees need career development programs to react to changing needs of the organization and the marketplace. (KC)

ED 402 503

CE 073 197

Comprehensive Annual Performance Report,**FY96.**

Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—96

Note—362p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC15 Plus Postage.

Descriptors—*Accountability, Adult Education, Career Counseling, Career Development, Career Education, Career Guidance, Consumer Education, Correctional Education, Displaced Homemakers, Family Life Education, Federal Aid, Federal Legislation, Integrated Curricu-

lum, Leadership Training, One Parent Family, Performance, Postsecondary Education, Professional Development, Program Effectiveness, Program Evaluation, Secondary Education, Sex Fairness, Special Needs Students, State Programs, *Statewide Planning, Tech Prep, *Vocational Education

Identifiers—*Carl D Perkins Voc and Appl Techn Educ Act 1990, *Ohio

This document is a comprehensive report of Ohio activities related to the expenditures of federal funds under the Carl Perkins Vocational and Applied Technology Education Act of 1990. Section I describes the progress Ohio has made in achieving the objectives outlined in the State Plan for the Administration of Vocational Education in Ohio. It lists statewide core standards and performance measures; describes vocational education linkages to other national and state efforts; and provides data for these specific areas: secondary, postsecondary/adult occupational programs, services, and activities; single parents, displaced homemaker, and single pregnant women; sex equity programs; criminal offenders; special populations; state leadership and professional development; community based organizations; family and consumer sciences education; tech prep; integrating applied academics into vocational education; and career guidance and counseling. Section II is an accountability report of the major goals identified in the state plan, identifying progress in the achievement of each of the state plan objectives. Section III is a summary report of the statewide system for the evaluation of 20 percent of the eligible recipients assisted within the state. It provides an overview of the Measuring and Planning Progress (MaPP) system, Ohio's vocational and career development assessment system, and presents this information for each program: program area description, strengths, recommendations, and MaPP findings and initiatives. Five appendices provide enrollment data on the following: secondary vocational education, postsecondary adult education, occupationally specific associate degrees, secondary state-funded academic courses, and secondary job training programs. (YLB)

ED 402 504

CE 073 199

Creating Partnerships with Education. A**Handbook for Business.**

Iowa State Council on Vocational Education, Des Moines.

Pub Date—Jul 95

Note—47p.; For related documents, see ED 395 184 and CE 073 200.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Cooperative Programs, Coordination, *Corporate Support, Education Work Relationship, Elementary Secondary Education, *Partnerships in Education, Postsecondary Education, Program Descriptions, *Program Development, *School Business Relationship

Designed for businesses, this handbook provides a step-by-step process for establishing long-term relationships with education that are mutually satisfying and beneficial. These 11 steps are discussed: define why you want a partner; gain upper level commitment from your business/organization; clarify what it is you want and what you can contribute to a partnership; explore various partner options; choose your prospective partner based on your needs; agree to work together; assemble a planning team with your partner; define purpose, direction, and accountability; develop joint activities; evaluate the partnership; and maintain the partnership. A section on troubleshooting follows. It lists challenges and suggests solutions. Ten examples of representative collaborations showing excellent, active partnerships that are in operation are provided. Contributions and rewards for both the educational institution and the business are listed for these types of model partnerships: business horizons; young apprentices building trades; conference without walls; Project PAYBAC (Partners Assisting Business and Community); health occupations education; a friendship; the downtown school; BEL (Business Education Links) Free Grants Program; Interns, Inc.; and The Waco

School-to-Work Business Partnership Program. Appendices include lists of 16 national resource organizations, 29 Iowa and regional resource organizations, and 17 support materials. (YLB)

ED 402 505 CE 073 200

Creating Partnerships with Parents To Improve Schools. A Handbook for Educators. Iowa State Council on Vocational Education, Des Moines.

Pub Date—Jun 96

Note—46p.; For related documents, see ED 395 184 and CE 073 199.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cooperative Programs, Coordination, Educational Improvement, Elementary Secondary Education, Needs Assessment, *Parent Participation, *Parent Role, *Parent School Relationship, Parent Student Relationship, *Parent Teacher Cooperation, Parents as Teachers, *Partnerships in Education, Postsecondary Education, Program Descriptions, Program Development

This handbook provides educators with a step-by-step guide to partnering with parents. Introductory materials include research findings and beliefs about parent involvement in schools and a checklist to determine if the educator is ready to develop a partnership with parents. The eight steps to a parent/school partnership follow. Step 1, define why you want parents as partners, lists student, educator, and parent benefits. Step 2 offers suggestions to gain high-level commitment. Step 3, clarify what the partners need from the partnership, makes recommendations for designing a parent questionnaire and provides a sample parent needs assessment. Step 4, create a parent involvement advisory team, includes a membership grid that lists the groups to be represented and leaves spaces for suggested representatives and those recruited. Step 5 considers elements for success: written policies, administrative support, training, partnership approach, two-way communication, networking, and evaluation. Step 6, successful parent involvement strategies, presents a framework for organizing successful strategies for improving schools in which parents take on these roles: teachers, decision makers, supporters, advocates, and learners. Sample materials for parents are provided. Step 7 offers a checklist for developing and implementing a parent involvement plan using the parent involvement advisory team. Step 8 provides a program evaluation flowchart. Contains four examples of parent/educator programs and a list of 41 references. (YLB)

ED 402 506 CE 073 201

Epstein, Margaret

Using the Internet in the Adult Basic Education Classroom: Learning Together through Experience. Technology Update.

Kent State Univ., OH. Ohio Literacy Resource Center.

Spons Agency—National Inst. for Literacy, Washington, DC.

Pub Date—Dec 96

Note—9p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, Adult Literacy, *Computer Literacy, Computer Mediated Communication, *Computer Uses in Education, Educational Technology, *Internet, *Literacy Education, Program Development

Eight adult literacy programs in Ohio and two in Minnesota were funded by the Ohio Literacy Resource Center in coordination with the National Institute for Literacy to get connected to and begin to use the Internet in the classroom. The 6-month grant (January-June 1996) supplied money, training, and ongoing technical support. The 10 sites represented rural and metropolitan-area programs. Some were large well-staffed programs; others were medium to small programs with a core staff already pushed to their limits. Three sites had Internet access; all others used computers in the classroom. Hardware, software, and connection issues were as follows: older buildings with substandard wiring for Internet connectivity purposes; need to

install phone lines in the classroom; rural areas being the last geographical regions to acquire reliable Internet connectivity; long distance charges paid by rural areas; upgrading or purchasing computers; and installing and learning how to use Internet software. Programs had different goals for using the Internet in the classroom: increasing resources; using other tools of the Internet; developing computer literacy for staff and students; sharing program successes; and developing positive learning experiences. An especially troublesome problem was the inability to get online because of connectivity problems. All grant coordinators desired continuing funding for online access. Some programs had already made the commitment; others were seeking new funding. Recommendations were developed for using the Internet in adult basic literacy education (ABLE) classrooms. (An attachment lists educational Internet sites for the ABLE classroom.) (YLB)

ED 402 507 CE 073 202

Baker, Karen

Whole Language in ABLE—Just Do It! Research to Practice.

Kent State Univ., OH. Ohio Literacy Resource Center.

Spons Agency—National Inst. for Literacy, Washington, DC.

Pub Date—Dec 96

Note—5p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, Adult Literacy, Curriculum Development, *Group Instruction, *Literacy Education, Literature Appreciation, Program Development, *Reading Instruction, Reading Skills, *Whole Language Approach

The whole language approach was used with a "well" or successful adult basic and literacy education (ABLE) group. Literature was chosen as a curriculum for which group work could be devised that was geared to all levels of students. The book used was "Choices" by George Ella Lyon, a book of short stories written by characters who live in a small mountain community and the choices they made in their lives. No story was longer than four pages, and they were written in the character's dialect. Attendance was voluntary at groups held one or two times per week for about an hour. The group consisted of students at all reading levels, with a variety of socioeconomic backgrounds and an age range of 23-65. Students took turns reading the story out loud. The teacher would stop several times during each story for discussion of characters' dilemmas and thoughts. Findings included the following: non-readers became active readers and participants with the help of other readers; reading skills, vocabulary, and comprehension improved noticeably; students began to take books home; lower-level students, who were quiet and reserved, began sharing their opinions and experiences; and students learned social skills and solved problems together. Students enjoyed having groups and began asking for group work daily. A problem with infighting arose, with hostility developing toward lower-level students. As a solution, students made group rules. After finishing "Choices," students began work on their own short stories. (One student's story is appended.) (YLB)

ED 402 508 CE 073 204

Clark, Donald M.

Making a Difference in Industry-Education Cooperation. AAACE Distinguished Member Series on Career Education.

American Association for Career Education, Hermon Beach, CA.

Pub Date—97

Note—3p.; Adaptation of Making a Difference in Industry-Education Cooperation, NAIEC Newsletter, XXXII:5, November-December 1996. Some type is almost illegible.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Programs, Coordination, *Corporate Support, *Education Work Relationship, Educational Cooperation,

Educational Improvement, *Partnerships in Education, Postsecondary Education, Program Development, *School Business Relationship, Secondary Education

Studies of business-education relationships since 1983 have consistently pointed out that they have had little, if any, impact on producing fundamental change in the educational system. During the past year, nationwide surveys of employers show a growing disenchantment by industry in these partnerships. Business-education partnerships cannot be expected to have a significant impact on building a successful school-to-work (STW) system for a number of reasons: a typical STW partnership functions like a project advisory committee; most partnership activities are brief and episodic and involve low levels of investment; employers and educators are not adequately trained to work collaboratively in planning and implementing STW programs; and employer involvement in education is limited to a school or classroom. Local and state STW planners face a formidable problem of identifying incentives for industry to broaden the use of its resources in improving the STW process. The centerpiece is a formal collaborative structure—an industry-education council (IEC)—through which the employment community channels its resources in a coherent manner into the total academic and vocational program directed at four priorities: intensive and continuous staff development, curriculum revision, upgrading instructional materials and equipment, and improving educational management. The IEC model operates with a board of directors representing leaders from industry and public/postsecondary education. (YLB)

ED 402 509 CE 073 208

Rockwell, Phyllis E.

Transitional Independent-Study Trades Program: A Sheltered ESL Vocational Program for Prisons and Jails.

Pub Date—Sep 95

Note—30p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Adult Vocational Education, Building Trades, *Carpentry, Correctional Institutions, *Independent Study, *Sheltered Workshops, Supported Employment, Trade and Industrial Education, *Transitional Programs, *Vocational English (Second Language), *Vocational Rehabilitation

This publication proposes a three-part program that combines English as a second language (ESL) and vocational considerations to move non-English speaking inmates from the ESL classroom through a sheltered vocational education classroom into the hands-on aspect of the carpentry trade. The first two sections present two requirements for the program—an ESL department and a vocational education program—and highlights the importance of the bilingual inmate vocational instructor (IVI). Section 3 lists the four parts of the program: beginner and intermediate ESL curricula that integrates phrases, vocabulary, and grammar; independent study from the program handbook in addition to regular ESL class assignments; regular student testing and advancement of qualified students into the sheltered classroom in the vocational building; and independent study along with movement into on-the-job training and full-time job status. Section 4 offers suggestions for interweaving ESL and vocational education. Section 5 offers considerations for the program designer. Other contents include a sample Transitional Independent Study Trades Program (TISTP) homework assignment; TISTP proposal; student contract; and student handbook. (YLB)

ED 402 510 CE 073 210

Celebrating Excellence: Learning and Teaching in Adult Higher Education. National Conference on Alternative and External Degree Programs for Adults (15th, Columbus, Ohio, October 5-7, 1995).

Alliance, an Association for Alternative Degree Programs; American Council on Education, Washington, D.C.

Pub Date—Oct 95

Note—195p.; For the 1996 proceedings, see CE

073 211.

Pub Type—Collected Works - Proceedings (021)
—Opinion Papers (120) — Reports - Research
(143)

EDRS Price — MF01/PC08 Plus Postage.

Descriptors—Activism, *Adult Education, Adult Learning, Ancillary School Services, Competency Based Education, Conference Proceedings, *Cultural Pluralism, *Distance Education, Educational Innovation, Experiential Learning, *Higher Education, Interactive Television, Mentors, Multicultural Education, Prior Learning, Program Effectiveness, Program Evaluation, Sex Fairness, *Student Evaluation, *Teaching Methods

These 23 presentations are organized in five categories: diversity, assessment, distance education, learning, and teaching. Five papers on diversity include the following: "From Rosie the Riveter to Comparable Worth: The Infusion of Gender and Women's Issues into an Interdisciplinary Curriculum for Working Adults" (Linda L. Hulbert, Theodore A. Kotila); "A Bosnian Muslim, a Thai and a South Vietnamese Buddhist Meet the Christian College" (Pauline M. Coffman); "Civic Action and Public Education: The Australian Experience" (Alastair Crombie, Roger Morris); "Studying and Teaching Cultural Diversity in a Police Department, a Chemical Plant, and an Adult Degree Program" (Elliott Lauderdale et al.); and "Exploring Faculty Perceptions of the Importance of Multicultural Adult Education: Who Cares?" (Ian Baptiste et al.). Five presentations deal with assessment: "Innovations in the Assessment of Experiential Learning" (Richard Ashbrook et al.); "Transformative Learning and Prior Learning Assessment" (LeAnn K. McGinley); "Outcomes Study for SUNY (State University of New York) Empire State College's Independent Business Education Program" (Carolyn C. Shadle); "Choices and Consequences in the Assessment of Adult Learning Outcomes" (Richard Ashbrook et al.); and "Prior Experiential Learning Assessment: Loosening the Grip of the Course-Equivalency Model" (Thomas G. Travis). The five presentations on distance education are as follows: "Distance Learning and the Reconceptualization of Education for Adults" (Donald J. MacIntyre); "Interactive Television: An Adventure in Graduate Education" (Norman L. Sommers); "Individualized Mentoring and Distance Learning: An Experiment that Works" (Anne Cobb, Thomas Rocco); "Integrating Student Services into Distance Learning" (Ann Hall, Peggy Falkenstein); and "Organization and Pedagogy in the Online Seminar" (Roger C. Cranse). Three papers focus on learning: "Connecting Learning and Activism: An Experiment in Adult Higher Education" (Gloria Still, Elene Kent); "Leadership with the Self, through the World, into the Future: Excellence in Education for Adult Learners" (Caroline L. Bassett); and "Making Excellence Possible: Contextualized Learning and Praxis" (Mary E. Boyce, John W. Willets). The five presentations on teaching are as follows: "A Competency Model for Instructors in Adult Higher Education: A Work in Progress" (Stephen M. Brown, John Foran); "The Teaching Portfolio: An Individual Creation" (Beverly K. Firestone); "Using Storytelling to Identify Practice-Based Competencies of Advising" (M. B. Fiddler); "Teaching in the Learner-Centered Environment: A Job Description" (Carla R. Payne, John R. Goss, III); and "Mentoring Adults: Universal Education for the Twenty-First Century?" (Xenia Coulter, Irene Rivera de Royston). (YLB)

ED 402 511

CE 073 211

Visions and Revisions. Annual Alliance/ACE Conference (16th, St. Pete Beach, Florida, October 3-5, 1996).

Alliance, an Association for Alternative Degree Programs.; American Council on Education, Washington, D.C.

Pub Date—Oct 96

Note—235p.; For the 1995 proceedings, see CE

073 210.

Pub Type—Collected Works - Proceedings (021)
—Opinion Papers (120) — Reports - Research
(143)

EDRS Price — MF01/PC10 Plus Postage.

Descriptors—Adjunct Faculty, *Adult Education, *Adult Learning, Adult Students, Conference Proceedings, *Cultural Pluralism, *Distance Education, *Higher Education, Intergenerational Programs, Multicultural Education, Part Time Faculty, Personnel Management, Program Development, Racial Discrimination, Racial Relations, School Holding Power, Sex Differences, Sex Fairness, Student Recruitment, Teaching Methods

These proceedings consist of 20 presentations made during 5 sessions at a conference dealing with alternative degree programs for adults. The following papers are included: "Narrative Reasoning as Assessment" (Richard M. Ashbrook); "Political and Administrative Issues in Developing a Distance Learning Based Program" (Margaret Foss, Conni R. Huber); "Diversity and Access: Focus Groups as Sources of Information for Addressing Recruitment and Retention of Adult Diverse Students" (Judith Gerardi, Beverly Smirni); "Seizing Learning Opportunities: Embracing a Collaborative Process" (Randee Lipson Lawrence, Craig A. Mealman); "Modeling Inquiry: How Do We Understand Theory?" (Carla R. Payne); "Peering into Cyberspace: An Examination of the Issues Facing Faculty and Adult Learners Entering the Realm of Distance Learning" (Elene Kent, Mary Ellen Shaughnessy); "A Panel Discussion on Intergenerational Learning: The PEL-ASPEC (Program for Experience Learners-Academy of Senior Professionals at Eckerd College) Project at Eckerd College" (Leo L. Nussbaum, James J. Annarelli); "A Performance Management System for Adjunct Faculty: Selection, Orientation, Development, and Evaluation" (Cindy Scarlett, Sandie Turner); "Dialogue: A Skill for Praxis" (John W. Willets, Carol Ann Franklin); "Academic Excellence through Part-Time Faculty" (Fredric Zook, Frederick Romero); "Learning to Learn Workshops for Adult Students: Pathways to Discovery" (Lillian Barden, Deborah Cash); "Eliminating Racism and Teaching Tolerance in Our Adult Education Classes" (Angela Clark-Louque, Carol Ann Franklin); "Gender-Based Learning Characteristics of Adult Business Students at a Liberal Arts College" (Steven L. Sizoo et al.); "What Is Adult Higher Education Doing to the Political Environment?" (Robert H. McKenzie); "So What Makes a Good Independent Study Course?" (Andrew J. Carlson); "Adult Learners and Liberation Today" (Michael Hoy); "Degree Completion Advising Model—A Case of Montreat College" (Ken D. Lakin, Isaac Owolabi); "Multicultural Education: Visions from the Past, Actions for the Future" (Irene Rivera de Royston); "Part One of an Outcomes Study: Implications for Management Education" (Carolyn C. Shadle et al.); and "Teaching Online: Design Issues and the Creation of an Asynchronous Learning Environment" (Danney Ursery). (YLB)

ED 402 512

CE 073 214

Theuerkauf, Walter E. Putnam, A. R.

Lessons from German and American Industrial-Education Partnerships.

Pub Date—Dec 96

Note—30p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 5-8, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Apprenticeships, Corporate Support, Experiential Learning, Foreign Countries, Futures (of Society), Government Role, *Labor Force Development, *Partnerships in Education, Postsecondary Education, *School Business Relationship, Secondary Education, *Vocational Education, Work Experience

Identifiers—Germany

The search for a work force preparation model that could serve as a guide for meeting present and emerging challenges has led to a focus on the German dual system youth apprenticeship model. In

this system, the practice-oriented part is taken over by commercial enterprises and theoretical knowledge is imparted by vocational schools. The trainee has a double role as an employee under contract to an enterprise and as a compulsory student at a vocational school. The federal government carries responsibility for framing skilled worker training in the enterprises. Current problems of apprenticeship programs are use and cost factors linked to the workplace and changes in the work process that have resulted in a different qualification structure. To improve vocational training against the background of changing job patterns, pilot projects have been introduced. All start from generally accepted key qualifications. Focus now is on the linkage of "learning and value adding" under real conditions. An exemplary project has implemented "decentralized learning" in "learning islands." The learning islands must be a reflection of the workplace structures. A proposed U.S. adaptation would be regional systems of apprenticeships across the nation that evolve out of a local school district, employer-union community, and labor market. Government's role should be to enact supportive legislation for local and regional apprenticeship initiatives as well as provide financial support. (Contains 15 references.) (YLB)

ED 402 513

CE 073 245

Brown, Helen And Others

Literacy of Older Adults in America. Results from the National Adult Literacy Survey.

National Center for Education Statistics (ED), Washington, DC.

Report No.—ISBN-0-16-048896-6; NCES-97-576

Pub Date—Nov 96

Note—202p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC09 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Citizen Participation, Economic Status, *Educational Attainment, Educational Needs, Employment Patterns, *Literacy Education, National Surveys, *Older Adults, *Reading Ability, *Reading Habits

Identifiers—*National Adult Literacy Survey (NCES)

The 1992 National Adult Literacy Survey (NALS) examined three types of literacy—prose, document, and quantitative—among the entire older adult population and various subgroups thereof. Of the nationally representative sample of 26,091 adults interviewed during the NALS, 2,267 were aged 60-69, 1,005 were aged 70-79, and 442 were at least 80 years old. Among the main findings were the following: (1) 71% of adults over age 60 demonstrated limited prose skills, and 68% had difficulty finding/processing quantitative information; (2) even when education, language background, and visual impairments were held constant, adults over 60 demonstrated weaker literacy proficiency than their under-60 counterparts; (3) literacy skills were higher among those older adults who were employed or retired and volunteering and those with annual incomes above \$10,000; and (4) compared with younger adults, older adults were more likely to report not learning certain literacy skills at all or in school and were less likely to read, write, and use arithmetic in their daily lives. (Sixty-three tables/figures are included. Appended are the following: information on interpreting the literacy scales; 12 additional tables; overview of survey procedures; definitions of subpopulations and variables; and participants in the survey development process and information about the authors.) (MN)

ED 402 514

CE 073 283

Briton, Derek

The Modern Practice of Adult Education: A Postmodern Critique. Teacher Empowerment and School Reform Series.

Report No.—ISBN-0-7914-3025-1

Pub Date—96

Note—156p.

Available from—State University of New York Press, State University Plaza, Albany, NY

12246.

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—*Adult Education, Cultural Context, *Educational Philosophy, Educational Practices, Educational Theories, Ideology, *Modernism, Research Methodology, *Scientific Research

Identifiers—*Postmodernism

This book challenges the dominant vision of adult education and the modernist principles underlying contemporary adult education practice. It reviews the emergence of technical rationality as a driving force behind adult education today and examines the critique of the empiricist-analytical tradition of science, considering science as an ideology. The roots of modernism are traced to the Enlightenment period, with its exaltation of reason. Next, the problem of choosing a research paradigm is considered, and four dominant paradigms are described: positivism, interpretist critique of positivism, critical social theory, and postmodernism. Two forms of postmodernism are examined: a conservative postmodernism of reaction and an activist postmodernism of resistance (or critical postmodernism). It is suggested that adult education is a cultural practice with moral and political consequences beyond the classroom. Adult educators are identified as cultural workers who willingly or unwillingly reproduce the fundamental beliefs of their culture. Finally, the author proposes for adult education a postmodernist pedagogy of engagement, in which adult educators engage with others in a process of mutual self-examination that allows recognition of discourses as changeable, partial, and historically contingent. (SK)

CG

ED 402 515

CG 027 261

Haralson, Mitchel, Jr.

Survival Factors for Black Students on Predominantly White Campuses.

Pub Date—Mar 96

Note—16p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (78th, Atlanta, GA, March 13-16, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adjustment (to Environment), Black Attitudes, *Black Students, Higher Education, *Interpersonal Competence, Personality Traits, Racial Factors, *Racial Integration, Resistance (Psychology), *Sex Differences, Social Integration, *Student Attrition, *Student College Relationship

Identifiers—College Self Expression Scale

A much better understanding of the ability of some minority students at predominantly White post-secondary institutions to effectively adapt to the academic demands of their campus climates is essential to the success of policies designed to enhance learning for the increasingly diverse student populations. This study investigated influences of gender and socioeconomic status on assertiveness for Black freshmen and juniors (n=560) on the campuses of four Predominantly White Institutions (PWIs). Several variables were identified which appear to be survival factors for Black students on PWIs. The study concludes by noting that the recruitment and retention of post-secondary level minority students at PWIs has suffered because higher educational research has neither produced a generally accepted theoretical explanation for the successful persistence of some Black students on PWIs, nor yet focused on culturally unique non-cognitive type interaction variables that might help to explain the low persistence rates of Black students with strong academic backgrounds. Contains 21 references. (TS)

ED 402 516

CG 027 299

Klaus, Hanna

The Teen STAR Program.

Pub Date—Apr 96

Note—11p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (93rd, Philadelphia, PA, April 9-12, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Adolescent Development, Adolescents, *Contraception, Parent Participation, Program Content, Program Effectiveness, *Reproduction (Biology), Secondary Education, *Sex Education, Sexuality

Identifiers—*Natural Family Planning

Since neither the provision of contraception, nor exhortations to preserve premarital chastity serve the adolescent's need to integrate their now-present biological capacity to procreate into their operational self concept, this study utilized experiential learning about fertility to facilitate the integration of biologic maturity with adolescent emotions, cognition, capacity, life goals, and behavior. Teen STAR (Sexuality Teaching in the Context of Adult Responsibility) was developed to encourage the prevention of teenage pregnancy by offering teen women experiential learning of their normal fertility patterns, coupled with value-oriented discussions for both sexes of the implications of their capacity for becoming a parent on their relationships and life goals. Males and females are separated during the first portion of the two semester long course, so that each group's members can learn about their own bodies and that of the opposite sex. During the second portion of the course, the students are brought together to discuss the social, relational and procreative aspects of sexual relations. Four tables present data and statistical analysis of the effects that the Teen STAR program has upon the behaviors and attitudes of program participants. (TS)

ED 402 517

CG 027 300

Emihovich, Catherine Davis, Terry

Longitudinal Evaluation of the Brighter Futures Program. Final Report.

Spons Agency—Administration on Developmental Disabilities (DHHS), Washington, D.C.; Florida Developmental Disabilities Planning Council, Tallahassee.

Pub Date—30 Jul 94

Note—39p.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adolescents, *Births to Single Women, *Early Parenthood, Fatherless Family, High Schools, Longitudinal Studies, *Pregnant Students, *Prevention, Program Effectiveness, Program Evaluation, *Sex Role, Social Support Groups, Special Needs Students, *Unwed Mothers

This report provides information on the longitudinal evaluation of the Brighter Futures program in Florida, a teen pregnancy prevention program which created support groups for mothers age 16 and younger in order to prevent their having second pregnancies. Other program goals were to ensure that the girls finish high school and plan for a career, that they increase their self-esteem, and that they improve their social and leadership skills. The follow-up evaluation plan was based on a longitudinal design. Two sample populations (N=12) were identified and comparative data obtained on program effects during the first year after program termination. Data were collected by re-administering tests used in the first evaluation report, interviewing girls on a protocol form used in other evaluative studies, and by collecting data on the girl's GPA and school attendance. Discussion involved an evaluation of the program's effectiveness relative to its goals, and recommendations for future programs. It was concluded that the Brighter Futures program was an integral component in an effective model of community collaboration designed to address the problem of teen pregnancy in low income communities where young women were at-risk for early

pregnancy and subsequent school failure. Contains 15 references. (TS)

ED 402 518

CG 027 311

Baldwin, Cynthia Huggins, Don W.

The Feminist Perspective: Humanizing Research.

Pub Date—[95]

Note—18p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Experimenter Characteristics, *Feminism, *Humanization, Postsecondary Education, Research Methodology, Research Problems, Research Utilization, *Researchers, *Science Process Skills, *Scientific Attitudes, Scientific Methodology, Scientific Research, Thinking Skills

Although feminist perspectives about research have not been presented in a unified paradigm, feminist theory has helped to expose and demystify the empirical assumption of objectivity as the only way to truth in research. The feminist perspective in research represents alternate, non-oppressive formulations of what constitutes meaningful and valid knowledge and scientific practice. These paradigms honor the essential humanistic principles most often expounded within feminist and men's studies. This article answers basic questions about the feminist perspective and its impact on humanizing the empirical science paradigm, and specifically addresses ways in which the feminist perspective in research affects counseling. If truth is accepted as multifaceted and variable as the feminist perspective suggests, then the clean linear design structures of empiricism will eventually give way to a more complex and potentially more meaningful style of research. Contains 29 references. (Author/TS)

ED 402 519

CG 027 312

Haralson, Mitchel

The Relationship between Assertiveness and the Persistence of Successful Black Male Students in Predominantly White Institutions of Higher Education: A Comprehensive Review Paper.

Pub Date—93

Note—80p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (78th, Atlanta, GA, March 13-16, 1996).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, *Academic Persistence, Adjustment (to Environment), *Assertiveness, Black Attitudes, *Black Students, *College Students, Higher Education, Interpersonal Competence, *Males, Personality Traits, Racial Identification, *Racial Integration, Student Attrition, Student College Relationship

The importance of selected social integration variables in the persistence of Black male students on the campuses of Predominantly White Institutions (PWIs) is investigated. This review attempts to develop a method for generally classifying the wide variety of research that investigates the persistence of Black male students attending PWIs. It has been purposely narrowed towards exploring the relationships between the culturally unique interaction styles of Black students in general, and Black males in particular, and their persistence rates at PWIs. Its major focus is on non-assertive or passive aspects of successful Black male student adaptation to college. This area appears to provide a promising basis for additional exploratory research aimed at expanding the current conceptual framework for the development of a "non-defective" based theoretical paradigm for Black male student persistence at PWIs. Contains 287 references. (TS)

ED 402 520

CG 027 317

Tunis, Sandra And Others

Evaluation of Drug Treatment in Local Corrections. A Final Summary Report Presented to the National Institute of Justice.

National Council on Crime and Delinquency,

New York, N. Y.
Spons Agency—Department of Justice, Washington, D.C. National Inst. of Justice.
Pub Date—May 96
Contract—91-DD-CX-K052
Note—196p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Clinics, *Correctional Institutions, *Correctional Rehabilitation, Drug Abuse, Drug Addiction, *Drug Education, *Drug Rehabilitation, Outcomes of Treatment, Program Effectiveness, Program Evaluation, Recidivism.

There is evidence that drug treatment in correctional facilities can impact recidivism, perceptions of self-efficacy, and mood states such as depression and anxiety. This study was designed to provide detailed and systematic descriptions of participants and treatment program components for five drug treatment programs. Also included are program completion rates as well as 12-month postrelease outcome (recidivism) for program participants versus matched controls. Following a literature review on drug treatment in corrections, detailed process or program data for the five sites is presented. The next section discusses the various issues confronting treatment providers, and relevant policy considerations regarding the program approaches. It is concluded that these programs had modest positive effects on the probability but not the timing of recidivism (for those arrested and convicted) within one year of jail release. Minority offenders and younger offenders were less likely to be successful in the programs and had higher probabilities of recidivism. An appendix presents admission and exit forms used in the treatment programs. Forty-four tables and five figures present data and statistical analysis. Contains 45 references. (TS)

ED 402 521 CG 027 319

Youth and the Law: A Guide for Legislators.

Minnesota House of Representatives, St. Paul.

Research Dept.

Pub Date—Jun 96

Note—90p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adolescents, Civil Law, Courts, Criminal Law, Juvenile Courts, *Juvenile Justice, *Laws, Legal Responsibility, Legislators, *State Legislation, *Youth

Identifiers—Minnesota

The purpose of this guidebook is to give Minnesota legislators an overview of all laws affecting young people in order to have a reference aid on current state policies toward youth. State statutes and cases that provide rights, responsibilities, and protections for young people under age 18 are described. Part I of this guide, "The Laws," consists of substantive laws organized by the following subject categories: economic protection; educational rights and responsibilities; family relations; health and social services; unlawful acts by youths; unlawful acts against youths; and miscellaneous age provisions. Part 2, "The Courts," explains the courts and procedures that deal with youths in civil adult court, criminal adult court, and juvenile court. Citations to Minnesota Statutes and Rules are provided throughout the text. A glossary of legal terms is included at the beginning of the guidebook. (TS)

ED 402 522 CG 027 321

The College Guidance Counselor's Handbook, 1996-97. A College Guidance and Information Resource for Oregon High School Counselors.

Oregon State System of Higher Education, Eugene.

Pub Date—[96]

Note—113p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*College Bound Students, *College Preparation, High School Students, High Schools, Higher Education, *School Counselors, *School Guidance

Identifiers—*Oregon

Given the increased complexity and variety of post-secondary educational options, the necessary

guidance of college-bound students has become ever more critical and vital. Intended as a reference for counselors in their college guidance efforts, this handbook contains information on the Oregon State System High School Visitation Program, preparing for visitation, admission requirements and procedures, testing requirements, State System publications, special programs, college guidance activities, and the educational agencies, organizations, and institutions in Oregon. Though some of the handbook's content applies to all post-secondary education, the central focus and emphasis is on the public four-year colleges and universities in Oregon. Major sections are as follows: (1) A College Guidance Calendar for the 1996-97 Academic Year; (2) The State System High School Visitation Program; (3) Residency Rules; (4) Oregon State System Admission Requirements; (5) Admission of Community College Transfer Students; (6) Testing Requirements, Dates, and Information Sources; (7) Student Budgets and Financial Aid; (8) Special Academic Support Service Programs; (9) State System Publications and Services; (10) College Guidance Information and Resources; (11) Statement of Principles of Good Practice; (12) Pacific Northwest Association of College Admissions Counselors; and (13) College Credit Programs and Opportunities for High School Students. Contains tables that present 1996-97 CLEP, AP, and IB Credit Policies at Oregon state system institutions, Oregon community colleges, and Oregon independent colleges. (RB)

ED 402 523 CG 027 436

Taylor-Dunlop, Korynne Norton, Marcia

Out of the Mouths of Babes...Voices of the At-Risk Students.

Pub Date—[94]

Note—17p.; For related documents, see CG 027 437-438.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, At Risk Persons, *Dropouts, *Educational Environment, *Females, *High Risk Students, *High School Students, High Schools, Psychological Needs, School Effectiveness, School Holding Power, School Personnel, Student Attitudes, *Student Needs

Identifiers—School Profiles

Dropping out of school is an event in a long series of life stresses. This paper gives the results of an in-depth ethnographic study of 11 at-risk females at a high school in the greater New York metropolitan area. The primary themes that emerged from the students were centered around their desire to have adults communicate with them in a non-hurtful way. When the students were asked who they turn to when having a problem and why they turn to the person, they identified remarkably few people. The security guards, one guidance counselor, and a few others emerged as trusted confidants. Students also identified adults who exhibited non-caring behaviors. An examination of responses showed that teachers who were attentive, respectful, helpful, and who listened, were perceived to be caring and concerned about students' social and academic welfare. It has been shown that successful secondary schools give students a sense of belonging, a sense of school membership, and foster academic engagement. A number of recommendations are given to help guide school officials in building and sustaining a caring school community, as well as in developing a program that promotes self-esteem and produces a culture of caring for all students. (RJM)

ED 402 524 CG 027 437

Taylor-Dunlop, Korynne Norton, Marcia

Suffer the Children...and They Do.

Pub Date—[95]

Note—13p.; For related documents, see CG 027 436-438.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Dropouts, *Educational Environment, *Females, *High Risk Students, High School Students, High Schools, Psychological Needs, *School Effectiveness,

*School Holding Power, School Personnel, Student Attitudes, *Student Needs

There has been a long-standing national concern about students considered to be at-risk. This paper explores the problem in a high school in the greater metropolitan New York area, focusing on female students in grades 9 to 12, and makes recommendations as to how school officials and parents can help these students. Three elements of the school must be considered when studying at-risk students: (1) the school culture; (2) the curriculum; (3) and a caring community. These students, many who lack support from home, need help in interpreting the life they are living. Since it is likely that adolescents' world views correlate with the world views of the adults in their lives, it should be realized that adolescent peer groups generate a sense of identity by drawing on adult institutions. For at-risk students with little or no parental involvement, the members of the educational community are the key players in teaching students to study their own lives. Adolescents need positive experiences that promote personal and social growth. Some of the recommendations made here include: schools need parents as active participants, schools must set up mentoring programs to engage all students, and schools must remove impediments to school membership and academic engagement. (RJM)

ED 402 525 CG 027 438

Taylor-Dunlop, Korynne Norton, Marcia

Correspondence in Themes Identified by Students, Parents, and School Support Staff with Regard to the Importance of Various Factors in the Success or Failure of Female At-Risk Students.

Pub Date—[95]

Note—13p.; For related documents, see CG 027 436-437.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adolescents, Attitude Measures, *Attitudes, Dropout Prevention, *Dropouts, *Females, *High Risk Students, High School Students, High Schools, Parent Attitudes, School Effectiveness, School Holding Power, Student Attitudes, *Student Needs, Teacher Attitudes

This study examined the perceptions of female, at-risk students, their parents, and personnel at their school. The study was conducted at a comprehensive high school in the greater metropolitan New York area. Educational engagement and school membership were analyzed to see how these factors contribute both to the academic success and full participation of these identified students. Students, staff, and parents were asked their perceptions of the organizational and ecological barriers that influence students at risk of dropping out. In the responses, parents and staff believed that students found someone in the school to care for them. The security guards were seen by the adults to be an important reserve of caring for the at-risk students. Additionally, adults identified the isolates in the at-risk population to be alcoholics and drug addicts. Adults had definite ideas of how their colleagues could better serve the at-risk students—ideas which matched those of the students. Both adults and students described the same verbal and non-verbal non-caring behaviors. It is hoped that this study will identify elements that can be used to build and sustain a caring school community as well as a program for improving self-esteem and caring. (RJM)

ED 402 526 CG 027 493

Johnson, Mark E. And Others

Between Two People: Exercises toward Intimacy.

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-107-9

Pub Date—93

Note—285p.

Available from—American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA

22304-3300 (ACA Order #72127, \$30.95).
Pub Type— Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Affection, Communication (Thought Transfer), *Communication Skills, Counseling, *Counseling Techniques, Counselor Role, Interpersonal Relationship, *Intimacy, Love, *Self Disclosure (Individuals), *Theory Practice Relationship, Therapy
Identifiers—*Couple Therapy

It has been observed that more and more clients have emphasized the need for intimacy and trust in their long-term relationships, yet they do not always know how to go about establishing these traits. This book was designed for counselors who have recognized similar needs in their own clientele and who wish to help people improve their relationships. The text presents a collection of exercises that have been developed over the years in couples therapy. The activities are best introduced by a counselor, however, they can also be used by clients on their own, once both members of the couple have gained some counseling experience. The exercises appear under two parts: (1) Communication, Romance, and Family-of-Origin Exercises; and (2) Special Topics. The first part focuses on four major themes: nonverbal communication, verbal communication, romance recreated, and family of origin. The second part outlines activities for more of the practical concerns of a relationship, and includes exercises on household chores, finances, parenting, and sexuality. Within each section, straightforward exercises are presented in ascending order of difficulty. A special "Preface for Clients" contains detailed information on the exercises and how to proceed when performing the exercise becomes difficult. Contains a bibliography of over 400 books, for both professionals and laypersons. (RJM)

ED 402 527 CG 027 494

Ross, Dorothea M.

Childhood Bullying and Teasing: What School Personnel, Other Professionals, and Parents Can Do.

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-157-5

Pub Date—96

Note—265p.

Available from—American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304-3300 (Order #72628, \$23.95).

Pub Type— Books (010) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, *Aggression, Antisocial Behavior, Children, *Educational Environment, Elementary Secondary Education, Interpersonal Relationship, Intervention, *Peer Relationship, Prevention, School Counseling, *School Role, School Safety, *Student Behavior, Student Needs, Student Subcultures, *Violence, Youth Problems

Identifiers—*Bullying, *Teasing

With violence in schools skyrocketing, the problems surrounding bullying and teasing can no longer be denied, ignored, or tolerated. Vastly underrated and widespread, bullying and teasing are often mishandled by both school staff and parents. This book provides detailed procedures for the primary prevention and management of bullying and teasing in the school system. It presents a comprehensive overview of bullying and teasing, along with practical assessment and intervention procedures designed to help the victim and tormentor. The problem of childhood bullying is discussed within the theoretical framework of Lazarus's cognitively oriented theory of stress and coping. Major sources of data, which have made impressive contributions to the current state of knowledge of bullying and victimization, are discussed throughout the text. This volume also explores issues surrounding teasing and points out that teasing is as severe a problem as bullying. It makes a number of suggestions for the prevention of the early onset of bullying and the importance of prevention programs for

the preschool and early school years. It hopes to enable school counselors and those in private practice to make a difference to the many children who have suffered from bullying. (Contains about 400 references, an annotated bibliography, and an index.) (RJM)

ED 402 528 CG 027 495

Kelly, Eugene W., Jr.

Spirituality and Religion in Counseling and Psychotherapy: Diversity in Theory and Practice.

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-148-6

Pub Date—95

Note—293p.

Available from—American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304-3300 (Order #72572, \$34.95).

Pub Type— Books (010) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Counseling Psychology, *Counseling Techniques, *Counseling Theories, Counselor Client Relationship, Counselors, Helping Relationship, Individual Needs, *Psychotherapy, *Religion, *Religious Factors, Well Being
Identifiers—*Spiritual Needs, *Spirituality

The goal of this book is to help counselors move from a respectful but hesitant neutrality to a skilled, and action-oriented sensitivity toward their clients' spirituality. The primary audience is professional counselors and psychotherapists, social workers, counselor and therapist educators, and counselors-in-training in college programs. The book presents and discusses recent theory and research on spirituality and religion with regard to counseling and psychotherapy. It builds on the premise that spirituality and religion deserve counselors' sensitive regard, informed understanding, and, as ethically and therapeutically appropriate, skillful integration into effective counseling treatment. The first two chapters present information, concepts, and background knowledge that undergird counseling approaches, skills, and techniques. Chapter Three focuses on the relationship dimension of counseling and discusses principles and practices for relating the spiritual/religious dimension of the counseling relationship. Chapter Four looks at systematic approaches for evaluating the appropriateness of including spiritual and religious issues in counseling, and Chapter Five addresses a variety of treatment approaches and techniques for working with clients' spiritual and religious concerns. (Contains over 400 references and an index.) (RJM)

ED 402 529 CG 027 496

Myers, Jane E., Ed.

Developing and Directing Counselor Education Laboratories: Proceedings of an ACES National Conference Think Tank (San Antonio, Texas, September 17-20, 1992).

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-137-0

Pub Date—94

Note—194p.

Available from—American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304-3300 (ACA Order #72583, \$27.95).

Pub Type— Books (010) — Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Clinics, *Counseling, *Counselor Educators, *Counselor Training, Counselors, Design, *Laboratory Training, Practicum Supervision, *Practicums, Professional Education, Program Development

Identifiers—*Council for Accredited Counsel and Related Educ Prog

Numerous issues in on-campus clinical training are addressed in this book. Concerns such as developing, evaluating, and revising on-campus laboratories are covered. The first chapter includes a review of the available, published literature on running clinics. The text is then divided into six parts.

Part One outlines the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards for clinical training, and includes a historical context for the evolution of clinical standards. In Part 2, three experienced clinic directors provide an in-depth analysis of the responsibilities of their positions. Legal and ethical issues in on-campus clinics are reviewed in Part 3 and on-campus entry-level training is considered in Part 4. Part 5 provides a close look at the on-campus training of doctoral-level supervisors and one school's program is reviewed at length. In Part 6, the dual role of the on-campus training clinic as a mental health agency is discussed. The concluding chapter offers reflections on the book and its import for counselor education. It is hoped that the information here will provide a state-of-the-art document for counseling laboratories. Seven appendices provide CACREP standards for clinical training, glossaries of terms, and other information. (RJM)

ED 402 530 CG 027 497

Schwartz, Lita Linzer, Ed.

Mid-Life Divorce Counseling, Family Psychology and Counseling Series.

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-131-1; ISSN-1071-8885

Pub Date—94

Note—143p.

Available from—American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304-3300 (ACA Order #72585, \$17.95).

Pub Type— Books (010) — Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, *Counseling Techniques, *Divorce, Family (Sociological Unit), Family Counseling, Family Problems, Legal Responsibility, *Marital Instability, Marital Satisfaction, Marriage, *Marriage Counseling, Middle Aged Adults, *Midlife Transitions

Identifiers—Divorce Mediation, Marital Discord, *Marital Therapy

At mid-life, almost every marriage undergoes a crisis, but most people are looking for a way to get through this crisis, and not for a way out of the marriage. This monograph examines the basic issues surrounding mid-life divorce. Several different perspectives are represented in this collection of articles as various clinicians discuss the problems their clients have brought to them. The essays are divided into three parts: (1) Basic Issues of Mid-Life Divorce; (2) Common Therapeutic Techniques; and (3) Legal Issues in Mid-Life Divorce. In Part 1, the issues addressed include the motives for initiating divorce proceedings, the masculine mid-life crisis, and divorcing couples' health. Part 2 explores the dynamics of divorce as represented in a single case study. Also covered here are the impact and unique character of divorce, the masculine and feminine views of divorce, and ways in which one can rebuild one's life after a significant part of it has ended. The final part presents the legal details which accompany divorce. In this section, a judge shares his legal perspective, while another chapter discusses mediation and the mid-life divorce from the perspectives of counseling and the law. (RJM)

ED 402 531 CG 027 498

Capuzzi, David, Ed. Gross, Douglas R., Ed.

Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents. Second Edition.

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-151-6

Pub Date—96

Note—400p.

Available from—American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA

22304-3300 (Order #72622, \$33.95).

Pub Type—Books (010) — Collected Works - General (020) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, *At Risk Persons, Children, Delinquency, *Early Intervention, Elementary Secondary Education, *High Risk Students, *Prevention, *Resource Materials, Runaways, Youth Problems

This monograph outlines early prevention efforts that can decrease the development of destructive behaviors in at-risk youth. The text provides those who work with young people the information they need to identify individuals with the highest potential for "at-riskness." Such care givers also need to understand the causal factors for at-risk behavior. Many of the chapters include case studies that explore prevention efforts from individual, family, school, and community perspectives. It is believed that persons working with youth must understand how to use prevention strategies in dealing with those who are most at risk. The book is divided into three parts. Part 1 gives information on population definition, identification, and behaviors and causal factors descriptive of youth at risk. Part 2 deals with parameters that often serve as causal factors for the development of at-risk behaviors, and includes chapters on the effects of a dysfunctional family, physical and sexual abuse, and other conditions. In Part 3, the behaviors most often identified as placing youth at risk are explored, along with discussions of eating disorders, pregnancy, AIDS, gang membership, substance abuse, homelessness, and understanding and preventing school drop out. Individual chapters contain references. (RJM)

ED 402 532

CG 027 499

Huntley, Debra K., Ed. Carlson, Jon, Ed.

Understanding Stepfamilies: Implications for Assessment and Treatment. Family Psychology and Counseling Series.

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-142-7; ISSN-1071-8885

Pub Date—95

Note—165p.

Available from—American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304-3300 (ACA Order #72590, \$17.95).

Pub Type—Books (010) — Collected Works - General (020) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Attitudes, Children, Counseling, *Counseling Techniques, Counselor Role, Elementary Secondary Education, Family (Sociological Unit), Family Attitudes, *Family Counseling, *Family Relationship, Family Structure, *Stepfamily

It is estimated that between 33% and 40% of all United States children will live with a stepfamily. Due to the complexity, ambiguous roles, negative perceptions, and unrealistic expectations of many stepfamilies, members of such families are increasingly being seen by mental health professionals. This monograph is aimed at professionals to help them understand stepfamilies by providing practical and applied information. Some of the areas covered here include the developmental stages of the stepfamily, types of stepfamilies, specific assessment techniques for stepfamilies, and treatment considerations. Part I provides the groundwork for recognizing some of the characteristics of stepfamilies, including clinical issues, pitfalls, and systemic intervention. In Part 2, children and adolescents are examined, along with the risks encountered by children in a stepfamily. Part 3 outlines the beliefs and expectations of stepfamilies, taking care to analyze stereotypes of stepfamilies, new assessment techniques designed to assess maladaptive cognitions of stepfamily members, and the role of self-fulfilling prophecies in stepfamily success or failure. Each chapter offers a complete discussion of the nature of stepfamilies, along with practical suggestions for assessment and treatment of these families. Individual chapters contain references. (RJM)

ED 402 533

CG 027 516

Vernon, Ann

Developmental Assessment and Intervention with Children and Adolescents.

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-112-2

Pub Date—93

Note—180p.

Available from—American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304-3300 (ACA Order No. 72560, \$27.95).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Child Psychology, *Children, *Counseling, Counselors, Developmental Psychology, Elementary Secondary Education, Evaluation Criteria, *Evaluation Utilization, Intervention

Identifiers—*Developmental Screening, *Developmental Therapy

Over the past 25 years, there has been a gradual recognition that counseling children and adolescents is much different than counseling adults. Because of this difference, numerous books, games, and articles have focused on what assessment and intervention strategies work with the child and adolescent population. However, many of these publications do not address intervention and individual counseling. This book was written to fill this void in the professional literature. It covers the individual counseling process with children and adolescents who exhibit more normal, developmental problems or typical problems in their age group, rather than such serious problems as suicide, depression, or addictive behaviors. The book also summarizes information on developmental theory and combines it with a practical approach to both assessment and intervention with school-aged clients. The first three chapters discuss the special considerations and characteristics of developmental assessment and intervention with children and adolescents. Specific examples of assessment instruments and types of interventions are described. The remaining four chapters outline characteristics of normal development for four different age groups: early and middle childhood, and early and mid-adolescence. In each of these chapters, five case studies of typical problems are presented, followed by developmental assessment and intervention techniques which address the identified problem. Each chapter concludes with a summary and a list of references. (RJM)

ED 402 534

CG 027 518

Beymer, Lawrence

Meeting the Guidance and Counseling Needs of Boys.

American Counseling Association, Alexandria, VA.

Report No.—ACA-72562; ISBN-1-55620-136-2

Pub Date—95

Note—118p.

Available from—American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304-3300 (ACA Order No. 72562, \$17.95).

Pub Type—Books (010) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Child Health, *Child Psychology, *Childhood Needs, Children, *Counseling, Developmental Psychology, Elementary Secondary Education, *Guidance, Guidance Objectives, *Males, Youth

Identifiers—Guidance Materials

The purpose of this book is to focus the attention of counselors and other youth workers to aspects of life that are challenging boys today. The text offers constructive suggestions for professional guidance and counseling services. Much of this book draws on the accumulated literature on boys, especially research investigations. It opens by providing a broad understanding of the biological, psychological, environmental, and social factors that influence boys' lives. Gender roles are examined, along with the development of masculinity and the difference

between maleness and masculinity. Young males' sexuality is discussed next, followed by a look at boys in schools and boys in the family. Some of the special issues addressed here include adolescent friendship patterns and information on gang formation and structure; strategies that counselors and teachers can use to improve the educational atmosphere; effects of young male sexuality on behavior; family dynamics and the socialization process; and boys' roles in today's workplace. Also covered are career and life planning and how adults can make a meaningful difference in boys' lives. A list of references appears at the end of each chapter. (RJM)

ED 402 535

CG 027 519

Gysbers, Norman C. Henderson, Patricia

Developing and Managing Your School Guidance Program. Second Edition.

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-119-2

Pub Date—94

Note—503p.

Available from—American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304-3300 (ACA Order No. 72584, \$35.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Children, Elementary Secondary Education, Guidance Personnel, *Program Development, Program Implementation, Pupil Personnel Workers, *School Counseling, School Counselors, *School Guidance, *Student Development, Student Needs

Identifiers—*Guidance Materials

In order to be responsive to continuing societal and individual changes, education must look to reforming the entire educational enterprise, including guidance in the schools. This text provides a model for planning comprehensive, effective guidance programs in grades K-12. It is written for school counselors, directors of guidance, guidance supervisors, counselor educators, and school administrators. The model used here is based on four phases: planning, designing, implementing, and evaluating. Chapters 1 through 4 address planning, the evolution of guidance in the schools, the issues and concerns in planning and organizing for guidance program improvement, and present a model guidance program. Chapters 5 and 6 cover designing and offers steps in selecting the desired program structure for a comprehensive program. In chapters 7 through 9, implementing is covered, featuring details of beginning a new program, details of managing and maintaining the program in the district, and ways to ensure that school counselors are competent. Chapter 10 outlines evaluation, with special attention given to program evaluation, student outcome evaluation, and professional personnel evaluation. In several chapters the roles and responsibilities of system-level guidance leaders are highlighted. A sample five-year timetable for implementing specific tasks to be completed at each stage of program development is also presented. (RJM)

ED 402 536

CG 027 520

Paisley, Pamela O. Hubbard, Glenda T.

Developmental School Counseling Programs: From Theory to Practice.

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-139-7

Pub Date—94

Note—228p.

Available from—American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304-3300 (ACA Order No. 72582, \$23.95).

Pub Type—Books (010) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, *Child Development, Children, Developmental Stages, Elementary Secondary Education, Program Development, Program Implementation, Pupil Personnel

Workers, *School Counseling, School Counselors, School Guidance, *Student Development, Student Needs

Identifiers—*Developmental Curriculum

Many children and adolescents fall through the cracks of counseling systems that rely on crisis intervention. This text provides an understanding of how human development occurs and it suggests guidelines and strategies for promoting positive development. Although primarily focused for school counselors, the book could also help school psychologists, social workers, parents, and teachers interested in learning more about development and how to promote it. The volume is divided into four parts. Part One addresses developmental theories and their impact on school counseling programs. The chapters in Part Two provide sample programs based on the developmental principles covered in Part One. Representative developmental lesson plans, which appear in Part Three, cover six topical areas: school success, effective problem solving, identity formation, respect for self and others, wellness, and dealing with change. Part Four offers an additional approach to developmental and proactive programming by offering K-12 goals and competencies in three domains: personal/social, educational, and career-vocational. Throughout the book, an emphasis is placed on the counseling program being an integral part of the total learning experience. Such programs must have a strong theoretical foundation and they must reflect a commitment to serving the whole child. (RJM)

ED 402 537 CG 027 522

Burgess, David G., Ed. Dedmond, Rebecca M., Ed. **Quality Leadership and the Professional School Counselor.**

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-138-9

Pub Date—94

Note—304p.

Available from—American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304-3300 (ACA Order No. 72255, \$33.95).
Pub Type—Books (010) — Collected Works - General (020) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Children, Elementary Secondary Education, Guidance Personnel, Performance, Program Development, Program Implementation, Pupil Personnel Workers, *Quality Control, *School Counseling, *School Counselors, School Guidance, School Psychologists, Student Development, *Total Quality Management

Identifiers—Quality Indicators

Schools are not what they used to be because our society is not what it used to be. The articles appearing here discuss ways that schools can supply future societal need. The articles include: (1) "The Educational Quality Improvement Process Model" (David G. Burgess); (2) "Total Quality Management: How It Works in Schools" (Yvonne V. Thayer); (3) "Skills for Success in the 21st Century: A Developmental School Counseling Program" (Nancy S. Perry); (4) "A Quality Approach to Career Development" (Rebecca Dedmond and others); (5) "The Principal-Counselor Relationship in a Quality High School" (Deborah E. Cooper and Susan B. Sheffield); (6) "A Practical Group Counseling Model" (Dorothy J. Scrivner Blum); (7) "Integrated Learning Units" (Charlotte Murrow Taylor); (8) "A Crisis Intervention Team Model" (Carolyn S. Graham and others); (9) "School-Based Assistance Teams" (Leslie S. Kaplan); (10) "The Teacher Advisor Program" (Robert D. Murick and Andrew K. Tobias); (11) "Tomorrow's Leaders Helping Today: Peer Programs" (Sandra Peyser Hazouri and Miriam Smith McLaughlin); (12) "Mentoring Programs" (Patricia G. Henderson); and (13) "Telling and Selling Customer Satisfaction: Advocacy" (Rosalie S. Humphrey and Judi A. Myer). The essays were assembled with three goals in mind: (1) provide a model for implementing the principles of Total Quality Management (TQM); (2) show how providing quality school counseling programs will benefit all children and facilitate restructuring of

schools into quality organizations; and (3) provide the professional school counselor with practical ideas and strategies to assume leadership roles within the school. To show what TQM looks like in education, the Educational Quality Improvement Process Model (EQUIP) is presented. The book is organized around the four components of the EQUIP model: want, believe, know, do. Part One explains EQUIP in the context of what schools should want. Part Two outlines TQM and gives examples of how this approach is used today. In Part Three, an infusion model of career development is presented and Part Four provides practical approaches for implementing TQM in the school. The examples should help school counselors develop a team-approach to quality counseling that is integrated into the central purposes of the school. (RJM)

ED 402 538 CG 027 523

Hazler, Richard J. Kottler, Jeffrey A.

The Emerging Professional Counselor: Student Dreams to Professional Realities.

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-134-6

Pub Date—94

Note—188p.

Available from—American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304-3300 (ACA Order No. 72518, \$19.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Choice, *Career Development, *Counselor Characteristics, Counselor Role, Counselor Training, *Counselors, Graduate Study, Guidelines, Higher Education, *Planning, Program Evaluation, Self Evaluation (Individuals)

Identifiers—Professional Guidelines

Those who are considering a career in counseling face many questions. This book is designed to provide information and insight on the process and problems associated with development as a professional counselor. It is intended for those thinking about entering a counselor training program, students in training, and professionals who deal with the instruction or supervision of counselors. It is based on personal and professional experiences, and emphasizes the concept that counselors and counselor trainees are people first and students and professionals second. Each chapter addresses a unique theme and the many issues surrounding that theme. Specific activities and suggestions are offered at the end of each section. The information here is presented directly and personally and the chapters instruct the reader in how to select a program, succeed in that program, and become a professional counselor. Areas covered include choosing a graduate program, how to recognize a quality counselor education program, how to get the most from a program, critical early decisions about specialization and gaining experience, overcoming difficult personal challenges, supplementing one's formal education, strategies for finding a job, issues surrounding decisions to pursue a doctorate, and the transition from student to employed professional. (RJM)

ED 402 539 CG 027 525

Kapes, Jerome T., Ed. *And Others*

A Counselor's Guide to Career Assessment Instruments. Third Edition.

American Counseling Association, Alexandria, VA.; National Career Development Association, Alexandria, VA.

Report No.—ISBN-1-885333-00-5

Pub Date—94

Note—495p.

Available from—National Career Development Association, 5999 Stevenson Avenue, Alexan-

dria, VA 22304-3300 (\$50).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Book/Product Reviews (072)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitude Measures, *Career Counseling, Career Guidance, Career Planning, *Employment Counselors, Evaluation, *Evaluation Methods, Evaluation Utilization, Interest Inventories, Job Placement, Measurement Techniques, *Occupational Tests, Vocational Interests

Identifiers—*Career Assessment Instruments

Trustworthy information about career assessment instruments and their value for career counseling is difficult to obtain. This text contains information and reviews of a wide range of assessment instruments. The decisions as to what instruments to include for review were based on input from an advisory committee, a review of the literature and of publisher catalogues, and the results of a survey of users. The principles underlying the decisions to select instruments for review included selecting previously reviewed instrument that have undergone extensive revisions or update, new instruments that appear to have promise of extensive use, instruments that could be used by employers to make hiring or advancement decisions, and instruments with proven utility for persons with disabilities of disadvantages. Fifty-two instruments in forty-nine test reviews comprise the heart of this volume. These are divided into six categories: Comprehensive Aptitude/Achievement and Companion Measures; Interest; Values and Satisfaction; Career Development/Maturity; Personality; and Instruments for Disabled and Disadvantaged Populations. Reviews begin with publisher-provided information, followed by a brief critical review of the instrument's strengths and limitations. Also provided is practical information which potential users can refer to in order to gauge the usefulness of an instrument. (RJM)

ED 402 540 CG 027 526

Engels, Dennis W., Ed. Dameron, Joseph D., Ed.

Supervision Strategies for the First Practicum. American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-146-X

Pub Date—95

Note—202p.

Available from—American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304-3300 (ACA Order No. 72680, \$27.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Counselor Educators, *Counselor Evaluation, *Counselor Training, *Counselors, Higher Education, Internship Programs, *Practicum Supervision, Practicums, Professional Training, Student Evaluation, *Supervision, *Supervisory Methods, Training

Identifiers—*Counselor Supervisors, Professional Guidelines

Numerous researchers have recognized that supervision is critical in the preparation of counselors and psychotherapists. This supervision manual, which is organized around a coherent theory of training, is intended to help practitioners as they learn to supervise counselors and therapists. The manual is designed primarily for supervision of beginners. Part One offers an introduction to supervision and counselor development and includes an analysis of research and theory, construction of the basic practicum, and goals. Supervision strategies intended to facilitate this process are defined and explained in Part Two. The strategies discussed here can be used by those who work with beginners, advanced trainees, interns, or practicing clinicians. This section features information on teacher functions, counselor functions, and consultant functions. Also discussed are issues surrounding advanced supervision and a model for case conceptualization is presented. All the approaches are grounded in theories of counselor development and theories of professional education. The third part provides the context for the supervision—a practi-

cum course for first-year counseling students. Each week is outlined and various vignettes illustrate supervision in action. Finally, the impact of cultural similarities and differences is explored, as students are trained to be reflective practitioners. (RJM)

ED 402 541 CG 027 528

Engels, Dennis W. Ed. Dameron, Joseph D., Ed.

The Professional Counselor: Competencies, Performance Guidelines and Assessment, 2nd Edition.

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-075-7

Pub Date—90

Note—180p.

Available from—American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304-3300 (ACA Order No. 72524, \$17.95).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Competence, *Competency Based Education, *Counseling Psychology, Counselor Educators, *Counselor Evaluation, *Counselor Training, *Counselors, Higher Education, Internship Programs, Practicums, Professional Training, *Standards, Student Evaluation, Supervision, Supervisory Methods, Training

Identifiers—*Counselor Supervisors, Professional Guidelines

The counseling profession has come a long way in establishing standards for counselor training. With the increasing focus on developmental competencies in the profession, specific, updated guidelines in the core areas of entry-level counselor preparation are essential. This handbook is written for those who are interested in examining and implementing competency-based approaches to counselor preparation, practice and evaluation. It is intended for counselor educators, supervisors, aspiring counselors and paraprofessionals who wish to examine and implement competency-based approaches to counselor preparation, practice, and evaluation. The book's format makes it suitable for use as a textbook—although it may be used in conjunction with regular counselor education texts—in that general competencies are listed adjacent to specific performance guidelines. An assessment scale for each of the performance guidelines is included. Particular attention is given to competencies and guidelines that reflect national accreditation standards, state and national credentialing standards, and competency and credentialing standards of national counseling and development organizations. Individual chapters focus on knowledge and skills related to specific settings such as schools, mental health agencies, and universities. Attention to ethics has been infused throughout each chapter to underscore the importance of professional morals. (Contains over 500 references in selected readings.) (RJM)

CS

ED 402 542 CS 012 653

Linek, Wayne M. Harkins, Donna M.

Integration of Workbook Activities and Basal Reader Stories: A Pilot Study.

Pub Date—[97]

Note—13p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basal Reading, Content Analysis, *Grade 4, Intermediate Grades, Pilot Projects, Reading Research, *Text Structure, *Textbook Evaluation, Textbook Research, *Workbooks

A pilot study examined to what degree answers that students supply on basal reader workbook pages are integrated with understanding the words in the story or with understanding the story itself. The sample consisted of 27 workbook pages from 5 fourth-grade basal reading programs with a 1989 copyright date. Two simple content analyses were

applied to the pool of stories drawn from the basal reading programs. Results indicated that (1) there was generally a lack of workbook integration at the "surface" level for the majority of publishers; (2) there was generally a lack of workbook integration at the "deep" level for all publishers; and (3) 44% of all the workbook pages reviewed (12 out of 27) were not integrated with the story they accompanied at all. Findings suggest that the lack of workbook integration with reading books should be recognized and considered when adopting, purchasing, and planning to use basal reading materials. (Contains 2 tables of data.) (RS)

ED 402 543 CS 012 654

Richardson, Maurine V. Miller, Margaret B.

Using Picture Books Kindergarten through High School.

Pub Date—[97]

Note—12p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Education, *Content Area Reading, Elementary Secondary Education, *Illustrations, Mathematics Instruction, Music Education, Physical Education, *Picture Books, *Reading Material Selection, Science Instruction, Social Studies

Identifiers—Caldecott Award

A picture book is defined as a book in which the illustrations are as important as the text or written story. Picture books published today seem appropriate and exciting for anyone from 1 to 100 years old. Among the many kinds of picture books are Mother Goose books; toy books (board books, pop-up books, concept books, flap books, cloth books, and plastic books); alphabet books; counting books; concept books; wordless picture books; and easy-to-read books. When using this genre, educators must consider how the book will be received by students. Educators should always consider award-winning books when selecting picture books—for picture books, the Caldecott Award is considered the most prestigious. Various selection aids can also help educators select picture books. Picture books' universal appeal make them a good resource for use at all grade levels and in content areas such as physical education, social studies, language arts, art classes, music, mathematics, and science. (A 26-item bibliography and a 32-item bibliography of picture books arranged by content area are attached.) (RS)

ED 402 544 CS 012 655

Wahlstrom, Ralph

The Bell Curve and the Future of Literacy: If This Is the Answer, What Is the Question?

Pub Date—Mar 96

Note—17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Educational Principles, Elementary Secondary Education, Higher Education, *Intelligence Differences, *Intelligence Quotient, *Literacy, Politics of Education, Social Structure, Track System (Education)

Identifiers—*Bell Curve (Herrnstein and Murray), Educational Issues

This paper takes the position that the main premise of "The Bell Curve" (by Richard Murray and Charles Herrnstein) is that significant advantages exist for possessing an IQ toward the top of the range—advantages that pertain to school success, career, and income. The premise is that people with high IQs have naturally acquired scholarly and economic advantages in life as well as moral superiority. The position is taken that although the book's authors argue against the trends towards an increasingly isolated wealthy and cognitive elite, they fail to see that their plan will create further inequality while bolstering the existing hierarchy. The implications of their plan are (1) test children early and educate those with high IQs; (2) eliminate remedial programs at the high school and college level in

favor of job skills training; (3) the radical pedagogies that address the inequities of class, color and gender are inherently flawed; and (4) advanced literacy, higher education, professional status, and political power can automatically be assigned to those who provide intellectually capable. The position is taken that the assumptions set out in "The Bell Curve" would establish an educational and economic Jim Crow system for disenfranchised Americans. The question of who decides who among us is fit to become literate, get good jobs, go to college, and partake fully in the democratic process may be more important than the answer postulated by "The Bell Curve." "The overriding question that Murray and Herrnstein ask in 'The Bell Curve' is this: What do we expect to discover in this research; moreover, what do we believe and want to conclude?" (Contains 16 references.) (RS)

ED 402 545 CS 012 656

Dehn, Milton J.

The Effects of Informed Strategy Training and Computer Mediated Text on Comprehension Monitoring and Reading Comprehension.

Pub Date—[97]

Note—34p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, Instructional Effectiveness, Intermediate Grades, Junior High Schools, *Metacognition, *Reading Comprehension, *Reading Processes, Reading Research, *Reading Strategies

Identifiers—Computer Mediated Text Systems, Informed Strategies for Learning

A study examined whether informed training and computer mediated text improved reading comprehension levels, whether computer mediated text is effective when it is preceded by informed strategy training, and whether informed strategy training leads to higher levels of metacognitive awareness and more frequent use of computer assistance options. Subjects were 90 fifth through seventh graders in an upper midwestern school. After the experimental group received informed strategy training via computer assisted instruction, experiments and controls read computer mediated texts with or without computer assistance options. Results indicated that subjects who received informed strategy training had significantly higher levels of metacognitive awareness and significantly higher levels of computer option use. However, neither informed strategy training nor computer mediated text led to higher on-line or post-intervention reading comprehension levels. (Contains 88 references and 4 tables of data.) (Author/RS)

ED 402 546 CS 012 657

Billmeyer, Rachel

Teaching Reading in the Content Areas: If Not Me, Then Who? Teacher's Manual.

Mid-Continent Regional Educational Lab., Aurora, CO.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—RP91002005

Note—181p.

Available from—Sopris West, P.O. Box 1809, Longmont, CO 80502-1890 (Manual, #8RCMAN: \$25; Blackline Masters, #8RCBM: \$15).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Classroom Techniques, *Content Area Reading, Curriculum Development, Elementary Secondary Education, Metacognition, *Reading Strategies, Teaching Methods, *Text Structure, Vocabulary Development

Identifiers—Text Processing (Reading)

This teacher's manual is a resource to assist teachers in expanding and refining their repertoire of teaching strategies and to guide them in instructional planning and decision making when teaching reading in the content areas. The manual does not prescribe a particular style of teaching—it is of value to teachers as they consider their curriculum

objectives, the nature and needs of their students, and their personal teaching styles. The first section of the manual discusses three interactive elements of reading: what the reader brings to the situation, the learning context that defines the task, and the characteristics of the written text. The second section discusses the roles of: metacognition and reading to learn; reflective questioning; discussion; and reflective conversation. The third section presents a framework for instructional planning. The fourth section focuses on six assumptions about learning. The fifth section presents 40 popular classroom teaching strategies that can be adapted for students from elementary through high school. Contains 97 references and 11 figures. (RS)

ED 402 547 CS 012 658

Matson, Barbara

Whole Language or Phonics? Teachers and Researchers Find the Middle Ground Most Fertile. The Great Reading Debate.

Report No.—ISSN-8755-3716

Pub Date—Mar 96

Note—6p.

Journal Cit—Harvard Education Letter; v12 n2 p1-5 Mar-Apr 1996

Pub Type—Journal Articles (080) — Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Beginning Reading, Elementary Education, *Instructional Effectiveness, *Phonics, Politics of Education, Program Descriptions, Reading Achievement, *Reading Instruction, Theory Practice Relationship, *Whole Language Approach

Identifiers—California, *Educational Issues

The argument between advocates of the whole language approach and the phonics approach threatens to become so polarized and politicized that agreeing on a middle ground seems at times impossible, and the voices of reason and experience are drowned out. The debate erupted anew in California after alarming news stories about reading scores ranked the state's fourth graders next to last in reading proficiency among the 39 states participating—even though most informed observers agree that state-by-state comparisons of average scores mean little without taking into account the racial and economic status of the students. Critics of whole language claim that it allows some children to fall through the cracks, while the argument against phonics is that it is boring. As researchers debate the significance of the studies and test results, teachers are left hanging. Increasingly, researchers are finding better results from teachers who take a balanced approach, especially with children from disadvantaged backgrounds. Three different schools (inner-city and suburban public schools and two affiliated single-sex independent schools) in the Boston, Massachusetts area offer evidence that experienced teachers using a middle-of-the-road approach succeed in teaching beginners to read. Scholars have begun to call for consensus on the balanced approach. It is time for the debate to cool down and for advocates on both sides to recognize the wisdom of teaching "what works." (RS)

ED 402 548 CS 012 659

Miller, Edward

The Case of Invented Spelling: How Theory Becomes Target Practice. The Politics of Literacy.

Report No.—ISSN-8755-3716

Pub Date—Mar 96

Note—4p.

Journal Cit—Harvard Education Letter; v12 n2 p5-7 Mar-Apr 1996

Pub Type—Journal Articles (080)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Elementary Education, *Invented Spelling, Phonics, Reading Research, *Theory Practice Relationship, Whole Language Approach

Identifiers—Direct Instruction, *Educational Issues

Of all the developments in reading research during the past 30 years, few have provided as much fodder for the wars over whole language as "invented spelling." Research on invented spelling

led to a developmental theory of how children experiment with phonemic rules and patterns, and scholars urged teachers to allow children to spell inventively in the earliest stages of learning. Critics who pounce on invented spelling as a source of horror stories are not entirely off-base—some teachers have adopted practices associated with invented spelling in inappropriate ways. Early researchers never expected invented spelling to become a classroom activity in and of itself. Teachers need to be aware of the nuances of research on invented spelling and the related larger controversies. Encouraging young children's experiments with language is not inconsistent with direct instruction in phonics or with a teacher's commitment to the importance of correct spelling. (RS)

ED 402 549 CS 012 660

Corso, Marjorie

Children Who Desperately Want To Read, But Are Not Working at Grade Level: Use Movement Patterns as "Windows" To Discover Why.

Pub Date—Apr 97

Note—27p.; Paper presented at the Annual International Conference of the Association for Children's Education (Portland, OR, April 9-12, 1997).

Pub Type—Guides - Classroom - Teacher (052) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Classroom Techniques, Developmental Stages, Early Childhood Education, *Learning Problems, Longitudinal Studies, *Motor Development, *Perceptual Motor Coordination, Qualitative Research, Reading Research

Identifiers—Research Suggestions

A qualitative longitudinal study, first of four parts, compared developmental movement levels and academic learning levels in young children. Subjects were 28 children of various ages who were not working up to grade level but who did not qualify for learning disability services. Parents completed a detailed demographic survey and a neurological organization evaluation form. Children were videotaped at 6-month intervals over 5 years as they performed locomotor, manipulative, and nonlocomotor skills. Results indicated a parallel between the difficulty in mastering locomotor, manipulative, and nonlocomotor movements, academic learning at grade level, and demographic data. Academic classroom teachers should notice whether children are "toe-walkers"; walk up stairs one step at a time; can hop on one foot and change to the other foot with good balance; can crawl forward, backward, and sideward; can crawl up on their hands and knees for a distance; and jump sideward with two feet together over a rope lying on the floor. Teachers can use a variety of activities that get children moving and have fun. Teachers can also help children develop manipulative skills that involve developmental hand dominance processes and developmental eye dominance processes as well as exercising the brain and nervous system throughout the day. Further research needs to examine the development of these children's nervous systems. (Contains 21 references and a synopsis of the other 3 parts of the study.) (RS)

ED 402 550 CS 012 661

Knopp, Katherine C.

The Eye of the Other: Reading Difference in Language and Literature.

Pub Date—96

Note—93p.; Ed.D. Project, Teachers College, Columbia University.

Pub Type—Dissertations/Theses (040)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Comparative Analysis, Cultural Differences, Elementary Secondary Education, English Instruction, Literary Criticism, Metaphors, *Multicultural Education, Novels, *Reader Text Relationship

Identifiers—*Reading Uses

Combining academic prose, some narrative, a poem, and some literary criticism, this project paper presents a theoretical framework for the liter-

ature base of the curriculum the teacher hopes to make operational on various levels over several years. The first section of the paper discusses the goals and various approaches of multicultural education. The second section focuses on how readers see, know, and create the world. The third section of the paper discusses in depth how a class worked through Toni Morrison's novel "The Bluest Eye." The fourth section "leaps" from linguistics to literature, discussing linguistic anchors in social space, the role of metaphors in generating vision and defining ways of seeing, and what all this has to do with reading. The fifth section of the paper offers two examples that seek to combine the goals of multicultural education with the academic rigor and cultural capital associated with authors like Shakespeare. Contains 75 notes and 55 references. (RS)

ED 402 551 CS 012 662

Just Add Kids: A Resource Directory of Learning Partners, Reading Sites, and Other Literacy Organizations That Serve Children and Their Families. Read*Write*Now! Office of Vocational and Adult Education (ED), Washington, DC.

Report No.—ED/OVAE-96-3

Pub Date—Aug 96

Note—77p.; "An initiative of the Partnership for Family Involvement in Education."

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—*Community Programs, Elementary Education, Intergenerational Programs, *Literacy, Parent Student Relationship, Program Descriptions, *Reading Improvement, Tutoring

Identifiers—Family Literacy, Intergenerational Learning, *Learning Partners

This directory provides brief descriptions, addresses, and contact people for 6 learning partners, reading sites, 143 other literacy services, and 13 federal agencies that serve children and their families through READ*WRITE*NOW! (a year-round intergenerational program) and other literacy efforts. The directory provides the names of national organizations that have volunteer learning partners at the local level, suggests potential sites for tutoring, and provides information on national literacy organizations that can help further literacy efforts across the United States. (RS)

ED 402 552 CS 012 663

Block, Cathy Collins Gasser, Judy

Promoting Teacher Change To Enhance Comprehension For At-Risk Students.

Pub Date—5 Dec 96

Note—27p.; Paper presented at the Annual Meeting of the National Reading Conference (46th, Charleston, SC, November 29-December 2, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Education, *High Risk Students, *Inservice Teacher Education, Reading Achievement, *Reading Comprehension, Reading Improvement, *Reading Instruction, *Teacher Behavior, *Teacher Improvement

Identifiers—*Strategic Reading, Teaching Research

A study examined shifts that occur in teachers' behaviors and teaching repertoires as they become more strategic teachers, and the types of instruction that lead to the greatest growth in at-risk students' comprehension and reading abilities. A literacy initiative coordinator and a college researcher worked collaboratively with nine teachers to incorporate strategy instruction into a district-wide, third-fifth grade reading program. The 316 students in the program functioned in the lowest 10% of literacy abilities. Data included teacher interviews, field notes, running records, writing samples, and other student performance indicators. Results indicated that (1) teacher attendance at inservice training sessions and reading materials prior to training session correlated with higher student achievement; (2) opportunity to plan what they needed to learn was the second highest correlate to students' success, with

teachers demonstrating use of strategic instruction being the highest correlate to the amount of literacy growth created for students; (3) ability of teachers to write their philosophies of instruction did not correlate to their abilities to create literacy achievement for their students; and (4) students significantly increased in several areas of strategic reading and on standardized test scores. Findings suggest that teacher change cannot be measured through one preconceived measure or index of change; teachers profited from a collaborative mode of dialogue consisting of at least 3 perspectives; and some teachers do not necessarily improve over time. (Contains 16 references and 3 tables of data; appendixes provide a list of things a teacher was going to try, a teacher's essay on her instructional philosophy, and 2 survey instruments.) (RS)

ED 402 553

CS 012 664

Mosley, Allen M.

The Effectiveness of "Direct Instruction" on Reading Achievement.

Pub Date—[97]

Note—11p. For a related study, see ED 396 268.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Grade 6, *Instructional Effectiveness, Intermediate Grades, *Reading Achievement, *Reading Instruction, Reading Research

Identifiers—Chicago Public Schools IL, *Direct Instruction, Distar, Iowa Tests of Basic Skills

A study determined the effectiveness of the "Direct Instruction" program on the reading achievement of sixth-grade students. "Direct Instruction," known as "Distar" in the 1960s, is a phonic-based method that uses scripted lesson plans engaging students to learn by memory and classroom responses. Subjects were 30 sixth-grade students randomly selected from a pool of 72 students who attended Arna W. Bontemps Public School located in the predominantly low socioeconomic neighborhood in Chicago, Illinois' Greater Englewood area. Subjects' scores on the reading portion of the Iowa Tests of Basic Skills were compared. Results indicated that students taught using Direct Instruction as opposed to students taught in the regular classroom had no statistically significant difference on reading scores. Findings of an earlier study suggest that students have to be taught Direct Instruction for 2 years before a significant difference appears. (Contains 13 references and 1 table of data.) (RS)

ED 402 554

CS 012 665

Sweet, Anne P. And Others

Teachers' Perceptions and Students' Literacy Motivations. Reading Research Report No. 69.

National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—117A20007

Note—52p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Education, *Learning Motivation, *Literacy, Questionnaires, Self Determination, Student Characteristics, *Student Motivation, *Teacher Attitudes

Identifiers—*Reading Behavior

A study examined teachers' perceptions and students' literacy motivations to assist teachers in bolstering students' self-determination and literacy competence. The theoretical framework was derived from E. L. Deci's self-determination theory which focuses on individuals' opportunities to make choices or decisions about how to behave or think as precursors to perceived control. Subjects were teachers and students in grades 3 to 6 who participated in a quantitative phase (n=68 teachers; 374 students) and a qualitative phase (n=6 teachers; 6 students). A questionnaire was developed that represented 6 motivational domains: activity, autonomy, social, topic, individual, and writing. Student

motivation was gauged by asking teachers to rate the frequency of each child's engagement in reading-related activities. Each teacher completed questionnaires on a half-dozen students. In the qualitative phase, students were videotaped during regular classroom reading lessons for 30 minutes. Teachers were interviewed after viewing a videotape of their students. Teachers' perceptions of students' literacy motivations on the questionnaire and on the personal interviews were generally consistent, with patterns of differentiation between motivation categories revealed more prominently on the teacher interviews. In general, findings confirm that teachers appear to possess an implicit theory of the association of self-determination and achievement that is highly compatible with Deci's perspective. Higher achievers were intrinsically motivated and self-determining. Less well-accomplished students were more dependent on external environmental supports for literacy. (Contains 50 references, 5 tables, and 1 figure of data. The Teacher Perceptions Questionnaire, teacher interview questions, and scoring examples are attached.) (Author/RS)

ED 402 555

CS 012 666

Hudson-Ross, Sally Graham, Peg

Complexities of a Collaborative Inquiry Community: Mentor Teachers' Growth within a High School English Teacher Education Program. Reading Research Report No. 70.

National Reading Research Center, Athens, GA.;

National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—97

Contract—117A20007

Note—43p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *College School Cooperation, *English Teacher Education, High Schools, Higher Education, Interprofessional Relationship, *Mentors, Program Effectiveness, Teacher Role, Theory Practice Relationship

Identifiers—*Collaborative Inquiry, Teaching Research

A case study of 6 high school English teachers illustrates their attitudes, perspectives, and experiences as they became immersed in the first year of a collaborative inquiry community of school and university-based colleagues who redesigned a teacher education program together. Three major categories of growth emerged: (1) perceptions of English teaching; (2) understanding the role of mentor teachers; and (3) impact of the collaborative inquiry group on individual participants. (Contains 20 references, 1 table of data, and 4 notes. Appendix A presents an application form for a study of the National Reading Research Center. Appendix B presents an extensive discussion that focuses on issues of power, communication, and community; yearlong interaction and collaborative growth; and how teacher research connects theory and practice.) (Author/RS)

ED 402 556

CS 012 667

Glynn, Shawn M.

Learning from Science Text: Role of an Elaborate Analogy. Reading Research Report No. 71.

National Reading Research Center, Athens, GA.;

National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—97

Contract—117A20007

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Concept Formation, Grade 9, High Schools, *Instructional Effectiveness, Misconceptions, Recall (Psychology), *Sci-

ence Instruction, *Scientific Concepts, Text Structure, Textbook Research

Identifiers—*Analogies

A study examined the role that an elaborate analogy can play when high school students learn a concept from a leading science textbook. The elaborate analogy had graphic and text components that integrated and mapped key features from the analogy (a factory) to the target concept (an animal cell). The target features were parts of the cell and, by association, their functions. Subjects were 72 ninth-grade students in 3 standard biology classes of an urban, public high school. The analogy increased the students' recall of the target features in the analogy, but not the other features. By mapping the features of the familiar factory schema onto those of the animal cell, the analogy presumably acted as a mediator and made the corresponding features of the animal cell more meaningful and memorable. The students did not make any errors associated with the analogy during recall; however, the students did make other errors that revealed basic misunderstandings about cells. (Contains 34 references, and 2 tables and 3 figures of data.) (Author/RS)

ED 402 557

CS 012 668

DeGross, Linda

Perceptions of Roles and Relationships in the School Library: A National Survey of Teachers, Administrators, and Library Media Specialists. Reading Research Report No. 72.

National Reading Research Center, Athens, GA.;

National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—97

Contract—117A20007

Note—42p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, Elementary Education, Information Sources, *Interprofessional Relationship, *Librarian Teacher Cooperation, Librarians, *Library Role, Library Services, Library Surveys, *Media Specialists, National Surveys, *Teacher Attitudes

A study examined the role of the school library media specialist; how that role is perceived by teachers, administrators, and the librarians themselves; and how teachers and librarians forge working relationships. According to a policy document issued by two professional societies, the school library media specialist serves three roles: information specialist, teacher, and instructional consultant. A 161-item forced-choice survey, answered by 148 literacy professionals from elementary schools across the United States, revealed perceptions of the school library media specialists' roles, and insights into how teachers and librarians communicate and work together. Findings indicate that: the school library media specialists' role is highly valued; today's school library media specialist regularly practices the roles of information specialist and teacher; teachers and the school library media specialist work together in casual rather than systematic ways; and human qualities are most important for supporting good working relationships between teachers and the school library media specialist. (Contains 16 references and 6 tables of data. The survey instrument is attached.) (Author/RS)

ED 402 558

CS 012 669

Valencia, Sheila W. Au, Kathryn H.

Portfolios across Educational Contexts: Issues of Evaluation, Teacher Development, and System Validity. Reading Research Report No. 73.

National Reading Research Center, Athens, GA.;

National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Pub Date—97

Contract—117A20007

Note—42p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Elementary Education, *Literacy, *Portfolio Assessment, Portfolios (Background Materials), Professional Development, Program Effectiveness, *Student Evaluation, Validity

Identifiers—Bellevue School District WA, Kamehameha Early Education Program

A case study across 2 different elementary education settings examined (1) how well portfolios document literacy learning that is both authentic and aligned with curriculum; (2) teachers' ability to interpret and evaluate portfolio evidence from more than one site; and (3) what teachers learn about literacy instruction and assessment as a result of cross-site collaboration. The two programs were the Bellevue Literacy Portfolio Project (located in a suburb of Seattle, Washington) and the Kamehameha Elementary Education Program (a privately funded educational research and development effort in Hawaii). Results suggest that portfolios contained authentic artifacts of students' literacy experiences, although there was a substantial amount of evidence judged to be missing from the portfolios. Nevertheless, with a shared understanding of literacy learning, teachers were able to reach a high degree of agreement when rating portfolios from different sites and enhance their understanding of both learning and assessment through the cross-site evaluation process. Findings should not be interpreted simply as findings on portfolio assessment—they must be interpreted in light of a complete portfolio system in which attention is given to generating and collecting artifacts, supporting collaborative evaluation, and providing ongoing professional development. Supportive internal and external conditions must be present if portfolios are to become effective tools for literacy assessment and professional development. (Contains 48 references, and 5 tables and 3 figures of data.) (Author/RS)

ED 402 559

CS 012 670

Hudson-Ross, Sally McWhorter, Patti

Findings from a Yearlong Job Exchange: A Mentor Teacher's Bill of Rights in Teacher Education. Reading Research Report No. 74. National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—97

Contract—117A20007

Note—26p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College School Cooperation, English Teachers, *Faculty Development, *High Schools, Higher Education, *Mentors, Program Descriptions, Program Effectiveness, *Teacher Education, *Teacher Exchange Programs

Identifiers—Teacher Researchers, Teaching Research

After teaching and conducting research in each other's worlds for a year, a high school English teacher and a university teacher educator could never be the same. With their colleagues, they developed a model yearlong teacher education program founded on three key principles: equality of school and university participants; teacher research; and respect for multiple, interrelated communities of learners. Because teachers' voices have been marginalized in most efforts to restructure teacher education, the voices here are in the powerful first-person voice of the school-based mentor teacher seeking an equitable, research-driven, and collaborative relationship with university colleagues. Also included are logistics and theoretical basis for the job exchange, research design and stance, and a description of the yearlong teacher education program. (Contains 30 references and a

figure illustrating the multiple interrelated communities of learners with the high school classroom at the center.) (Author/RS)

ED 402 560

CS 012 671

Schwanenflugel, Paula J. And Others

Partial Word Knowledge and Vocabulary Growth during Reading Comprehension. Reading Research Report No. 76.

National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—97

Contract—117A20007

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Grade 4, Intermediate Grades, *Reading Comprehension, Reading Research, *Story Reading, *Vocabulary Development

Identifiers—Narrative Text, Text Factors, Word Knowledge

A study investigated the development of vocabulary knowledge in elementary school children as a function of story reading for partially known and unknown words. Subjects, 43 fourth-grade low-middle to middle-class children from a rural elementary school in the southeastern United States, participated in a vocabulary checklist in which they provided definitions or sentences for words they knew (known words), and checked off words they did not know the meaning of but were familiar with (partial-knowledge words). Children then read stories containing some of these words. The remaining words served as a control. Vocabulary growth was gradual for both known and unknown words. Moreover, word factors rather than text factors were more important in the development of vocabulary knowledge. (Contains 35 references, 3 notes, and 2 tables of data.) (Author/RS)

ED 402 561

CS 012 672

Baumann, James F.

The Inside and Outside of Teacher Research: Reflections on Having One Foot in Both Worlds. Perspectives in Reading Research No. 11.

National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—97

Contract—117A20007

Note—22p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Research, Elementary Education, Inquiry, *Literacy, *Research Methodology, Teacher Effectiveness, Teacher Role

Identifiers—*Teaching Research

This paper examines the teacher research process from two points of view: that of a university-based researcher and that of a school-based classroom researcher. Speaking from the experience of engaging in research from both perspectives, the paper presents six reflections on teacher research that describe the special nature of inquiry as conducted by classroom teachers. The paper concludes that "insider" status as a full-time, school-based teacher researcher provides a unique perspective for engaging in inquiry on the teaching and learning of literacy in children. The paper also acknowledges that other points of view—including the "outside" perspective of a university-based researcher—provide valid and complementary positions for acquiring understanding into the complex nature of literacy acquisition. Contains 30 references and a sample lesson plan. (Author/RS)

ED 402 562

CS 012 673

Codling, Rose Marie Gambrell, Linda B.

The Motivation To Write Profile: An Assessment Tool for Elementary Teachers. Instructional Resource No. 38.

National Reading Research Center, Athens, GA.; National Reading Research Center, College

Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—97

Contract—117A20007

Note—40p.

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Childrens Writing, Classroom Environment, Elementary Education, Elementary School Curriculum, Program Development, *Student Motivation, Writing (Composition), *Writing Attitudes, Writing Processes

Identifiers—*Writing Motivation

The Motivation to Write Profile (MWP) is an instrument which was designed to help teachers gain insights into students' writing motivation. This paper describes the development, administration, and scoring of the MWP and suggests practical ways to use resulting information to create a classroom environment which supports young writers as they learn about writing concepts, strategies, and purposes. Contains 45 references. Appendixes present the three parts of the MWP, teacher directions, directions for scoring, scoring sheet, and directions for conducting the conversational interview. (Author/RS)

ED 402 563

CS 012 675

Alexander, James C.

The Application of Multiple Intelligences Theory to Reading Instruction.

Pub Date—Mar 95

Note—18p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *Learning Processes, Models, Phonics, *Reading Instruction, *Reading Processes, *Theory Practice Relationship, Whole Language Approach

Identifiers—Educational Issues, *Multiple Intelligences

Top-down and bottom-up theories have long dominated the field of reading. Recently, interactive models have been proposed by some researchers. One model, the interactive-compensatory model, hypothesizes that a deficiency in one processing area is compensated for by a relative strength in another area. The concept of multiple intelligences is one way to explain this phenomenon. From the multiple intelligences point of view, some reading instruction will incorporate music, some will take a more tactile and kinesthetic approach. Traditional approaches such as phonics instruction or whole language methods will certainly not be abandoned—some children do fit into the whole language category and some do learn better from an analytical/skills approach. (Contains 17 references.) (Author/RS)

ED 402 564

CS 012 676

Ediger, Marlow

Which Word Recognition Techniques Should Be Taught?

Pub Date—96

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Emergent Literacy, Learning Activities, *Phonics, Primary Education, Reading Comprehension, *Reading Instruction, Reading Skills, Reading Strategies, *Whole Language Approach, *Word Recognition

Identifiers—Reading Theories

There is continuous debate about which word recognition techniques should be taught, especially to early primary grade pupils. All learning activities provided in reading instruction should: (1) be meaningful; (2) have perceived purpose; (3) be interesting; (4) stress understandings, skills, and affective goals; (5) provide for individual differences among learners; and (6) be sequential. Individualized reading is advocated by whole language reading instruction, wherein the student reads an entire book, asks the teacher or another pupil how to pronounce unknown words, then talks with the teacher about the book. Some reading teachers

favor highly analytical procedures, thus a primary grade teacher may use entire textbooks containing sequential lessons in phonics, beginning with the abstract, sound/symbol relationships, moving toward ideas and illustrations in the story. In whole language, pupils start with the ideas read and then may receive some instruction in phonics when analyzing content. What children learn about literacy is also heavily influenced by the expectations, skills, and concerns that parents, teachers, and principals share. Emerging literacy is a mutual product of the home and school environments acting together with common interests. (CR)

ED 402 565 CS 012 677

Hixes, Dolores G.

Phonics Pathways. 7th Edition.

Report No.—ISBN-0-9620967-7-6

Pub Date—96

Note—260p.

Available from—Dorbooks, P.O. Box 2588, Livemore, CA 94551 (\$27.95).

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Beginning Reading, Classroom Techniques, Elementary Education, *Phonics, Reading Games, *Reading Instruction, Reading Processes, *Reading Skills, *Spelling Identifiers—Remedial Intervention

This book uses phonics to teach reading in a complete manual for beginning and remedial readers of all ages. The book builds sounds and spelling patterns slowly and systematically into syllables, phrases, and sentences of gradually increasing complexity, presenting only one sound per lesson—each new sound builds upon previously learned skills for continuous review and reinforcement. The book uses a multisensory approach, adjusting to all learning styles. Every letter introduced in the book is seen, heard, traced, spoken, and written; each letter is illustrated with multiple pictures beginning with this sound, producing an effortless fusion of letter and sound in the child's memory. The book offers brief, helpful directions at the beginning of each of the 34 lessons, specifying exactly what to do and how to do it. It can be used easily and effectively by inexperienced parents as well as teaching professionals, since no preparation time or prior knowledge of phonics is needed. The book offers frequent checkpoints which highlight where and how to review, and when to proceed—this flexible approach carefully monitors progress and determines pace, adjusting easily to fast or slow learners of any age or attention span. The book is also a complete spelling reference. An appendix contains supplemental practice games. (NKA)

ED 402 566 CS 012 679

Gordon, Colleen M.

The Power of Powerlessness.

Pub Date—8 Nov 96

Note—25p.; Paper presented at the Annual Meeting of the Mid-South Regional Education Association (Tuscaloosa, AL, November 6-8, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Content Analysis, Elementary Education, Program Implementation, Qualitative Research, Reading Research, *Remedial Reading, *Teacher Attitudes, Teacher Behavior, Teacher Education, Theory Practice Relationship

Identifiers—Teaching Research

A qualitative study examined and compared the theoretical basis of a remedial curriculum program designed for beginning readers with the espoused theory of the teacher chosen to lead the program's implementation. Visits to the elementary school (located in a town which adjoins a military base), document reviews, classroom observations, and interviews where the data collection techniques were used. A content analysis was conducted for each data set and then compiled and analyzed as a whole. Results indicated that the teacher's espoused theory ("practical theoretical beliefs") and the curriculum's implied theory (a positivist view of edu-

cation) did not match. The teacher felt powerless to provide answers to her own important questions about her students and instead relied on the program to tell her what to do and when to do it. Findings suggest that only when preservice teachers are given time for thoughtful reflection and participation in the decision making process will this powerlessness cease. (RS)

ED 402 567 CS 012 680

Bryan, Laura Turner, James S.

A Comparison of the Sing, Spell, Read, & Write Program and the Traditional Approach to Reading Instruction.

Pub Date—Nov 96

Note—28p.; Paper presented at the Annual Meeting of the Mid-South Regional Education Association (Tuscaloosa, AL, November 6-8, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Beginning Reading, Comparative Analysis, Grade 1, Grade 2, Mississippi Band of Choctaw (Tribe), Primary Education, Program Effectiveness, *Reading Achievement, *Reading Comprehension, *Reading Instruction, Reading Research, Tribally Controlled Education, *Word Study Skills

Identifiers—*Sing Spell Read Write Program

A 6-year ex post facto study compared the word study skills, word reading/reading vocabulary, reading comprehension, and total reading achievement of Choctaw Indian first and second grade classes that participated in the Sing, Spell, Read, & Write (SSRW) program and classes that had not participated in the program. Subjects were 84 students in 6 Choctaw Indian elementary schools operated by the Mississippi Band of Choctaw Indians. Seven intact first-grade and seven second-grade classrooms participated. During the first 4 years (1989-90 through 1992-93), no classes participated in the program. During the last 2 years, all first and second grade classes participated. The Stanford Achievement Test Primary Level 1, Form J was used to measure first graders' word study skills, word reading, reading comprehension, and total reading achievement, and the Primary Level 2, Form J was used to measure second graders' word study skills, reading vocabulary, reading comprehension, and total reading achievement. Class means were used as the units of study. Scaled scores for the first 4 years were averaged to provide baseline data for comparison. Data from the last 2 years were averaged for first grade classes and compared to the baseline. Second-grade test results for 1994 and 1995 were compared to the baseline separately, since the 1995 data reflected scores of students who participated in SSRW when they were in first grade. Results indicated no statistically significant differences between the baseline group and the SSRW group in any of the four areas of reading for first or second grade. (Contains 57 references and 2 tables of data.) (Author/RS)

ED 402 568 CS 012 681

Gettys, Cynthia M. Fowler, Frankie

The Relationship of Academic and Recreational Reading Attitudes School Wide: A Beginning Study.

Pub Date—6 Nov 96

Note—12p.; Paper presented at the Annual Meeting of the Mid-South Regional Education Association (Tuscaloosa, AL, November 6-8, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Educational Environment, Elementary Education, Elementary School Students, *Reading Attitudes, Reading Programs, Reading Research, *Recreational Reading, Sex Differences, *Student Attitudes, Urban Education

A study collected baseline data which measured students' attitudes toward reading in academic and recreational settings; determined if reading attitudes in academic and recreational settings changed over time; and investigated whether difference in

attitudes toward reading exist between grades or when students were grouped by sex. Subjects were all students enrolled in grades 1-5 at an urban elementary school. The Elementary Reading Attitude Survey was administered as a pre- and posttest. Students were taught reading with a "rather traditional" literature-based basal series. Some of the reading experiences and activities used in the school included daily reading aloud to all students, daily sustained silent reading, shared reading experiences, home reading projects, and cross-age reading. Results indicated no statistically significant changes at any grade level. Qualitative data demonstrated that all students felt that they were readers and that they enjoyed reading. Findings suggest that the school environment as well as the classroom environment and the experiences that the students had with real life literacy played an important role in producing this positive attitude. (Contains 19 references.) (RS)

ED 402 569 CS 012 683

Davidson, Judith Koppenhaver, David

Adolescent Literacy: What Works and Why. Second Edition.

Report No.—ISBN-0-8153-0920-1

Pub Date—93

Note—344p.; Garland Reference Library of Social Science, Volume 828. For an earlier edition, see ED 313 670.

Available from—Order Dept., Garland Publishing, Inc., 1000 A Sherman Avenue, Hamden, CT 06514 (hardcover: ISBN-0-8153-0877-9, \$60; paperback: ISBN-0-8153-0920-1, \$21.95).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Adolescents, After School Education, Case Studies, Demonstration Programs, *Literacy, *Program Effectiveness, Reading Difficulties, Reading Improvement, *Reading Instruction, Reading Programs, Second Language Learning, Secondary Education, Summer Programs

Identifiers—Literacy as a Social Process

Resulting from the Center for Adolescent Literacy's investigation of reading programs that refuse to tolerate acquiescence to the inevitability of reading failure, the second edition of this book describes what works and why in adolescent literacy, through case studies and through observations gleaned from extensive literature searches and site visits. For the second edition, the case studies remain constant, but the book's discussion of the circumstances surrounding them has been broadened and enlarged. Chapters in the book are Adolescent Literacy Today; Methodology; The Kenosha Model: Academic Improvement through Language Experience; STAR: Structured Teaching in the Areas of Reading and Writing; HILT: High Intensity Language Training—An Effective Model of Second-Language Literacy Instruction; After-School Literacy Programs for Young Adolescents; Summer Literacy Programs for Young Adolescents; Special Findings: What Works and Why; and Translating What Works into Programs and Policies. An appendix lists test instruments cited in the book. Contains a 15-page annotated resource list and a 34-page general bibliography. (RS)

ED 402 570 CS 012 688

Binkley, Marilyn, Ed. And Others

Reading Literacy in an International Perspective: Collected Papers from the IEA Reading Literacy Study.

National Center for Education Statistics (ED), Washington, DC.; Westat, Inc., Rockville, MD.

Report No.—ISBN-0-16-048957-1; NCES-97-875

Pub Date—Dec 96

Note—253p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Collected Works - General (020) — Reports - Evaluative (142)

EDRS Price — MF01/PC11 Plus Postage.

Descriptors—Comparative Analysis, Cross Cultural Studies, *Educational Environment, Elementary Secondary Education, Foreign Countries, Immigrants, *Literacy, Question-

naires. *Reading Achievement. *Reading Instruction, Reading Research, School Culture, Teaching Methods

Identifiers—*International Assn Evaluation Educ Achievement

Presenting nine papers from the IEA (International Association for the Evaluation of Educational Achievement) Reading Literacy Study that place results in an international perspective, this report address factors related to variation in literacy outcomes, both across and within countries; the teaching of reading; and the quality of life in schools. The nations focused on in the report are Denmark, Finland, France, the former West Germany, Italy, Spain, Sweden, Switzerland, and the United States. Papers in the report are "Social Inequality, Social Segregation, and Their Relationship to Reading Literacy in 22 Countries" (Stephen W. Raudenbush and others); "A Nine-Country Study: What Were the Differences between the Low- and High-Performing Students in the IEA Reading Literacy Study?" (Karin Taube and Jan Mejdling); "Reading Literacy among Immigrant Students in the United States and the Former West Germany" (Rainer Lehmann); "Comparison of Reading Literacy across Languages in Spanish Fourth Graders" (Guillermo A. Gil and others); "Teaching Reading in the United States and Finland" (Marilyn R. Binkley and Pirjo Linnakyla); "A Nine-Country Study: How Do Teachers Teach Reading to 9-Year-Olds?" (Emilie Barrier and Daniel Robin); "Consistencies in the Quality of School Life" (Trevor Williams and Stephen Roey); "Quality of School Life in the Finnish- and Swedish-Speaking Schools in Finland" (Pirjo Linnakyla and Viking Brunell); and "Analysis of the Williams and Batten Questionnaire on the Quality of School Life in Spain" (Guillermo A. Gil). (RS)

ED 402 571 CS 012 689

Quality and Utility: The 1994 Trial State Assessment in Reading. The Fourth Report of the National Academy of Education Panel on the Evaluation of the NAEP Trial State Assessment: 1994 Trial State Assessment in Reading.

National Academy of Education, Stanford, Calif. Spons Agencies—Department of Education, Washington, DC.

Report No.—ISBN-0-942469-09-7

Pub Date—96

Note—221p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Data Analysis, Elementary Secondary Education, Limited English Speaking, Program Design, *Reading Achievement, *Reading Research, *Test Use, *Test Validity

Identifiers—*National Assessment of Educational Progress, *Trial State Assessment (NAEP)

This report evaluates the conduct, validity, and uses of the National Assessment of Educational Progress (NAEP) Trial State Assessment (TSA). The report addresses such pressing problems as how participation in NAEP can be maintained and appropriate samples can be achieved; how errors can be minimized in the complex process of scaling and analyzing data; how the definition of achievement levels can be accomplished; how inclusion of children with limited English proficiency or disabilities can be included and reported; and how the NAEP state assessments relate to the national NAEP. After an introduction, sections of the report are The Content Validity of the 1994 Reading Assessment; Sampling and Assessment Administration for the 1994 TSA; The assessment of Students with Disabilities or Limited English Speaking Proficiency; Scaling and Analysis of the 1994 Reading Assessment; Reading Achievement Levels; Reporting and Dissemination for the 1994 Reading Assessment; and Conclusions and Recommendations. Contains 66 references, and 21 tables and 7 figures of data. Appendixes present detailed scoring guides and examples of student responses for sample assessment times shown in figure 2.1; reading experts participating in the panel's content validity study for the 1994 TSA; and synopses of studies for the National Academy of Education

Panel on the Evaluation of the National Assessment of Educational Progress Trial State Assessment. (RS)

ED 402 572 CS 215 482

Lemon, Hallie S.

Transcending E-Mail Dissonance: the Mediating Effects of Feminine Rhetoric.

Pub Date—27 Mar 96

Note—26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Affirmative Action, Blacks, Case Studies, *Computer Mediated Communication, *Dialog Journals, *Electronic Mail, Feminism, *Freshman Composition, Higher Education, Racial Bias, Stereotypes, Whites, Writing Assignments

Identifiers—*Computer Assisted Writing, Discourse Communities, *Rhetorical Strategies

Sample excerpts from e-mail discussion used in place of the traditional journal in freshman composition illustrate the fascinating issues raised in this new forum. E-mail allows confrontational statements that would not have been made face-to-face and puts in written form a dialogue for analysis by the entire class. A study concentrated on three women and their responses to an e-mail discussion on affirmative action. When a White male student entered the conversation criticizing Blacks for their abuse of food stamps, a female student called him on his stereotypical generalizations. Her response could be characterized as "subjective knowledge," as defined in "Women's Ways of Knowing." She used empathy to "share the experience that has led a person to an idea." A second female student entered the conversation but did not make use of narrative the way the first female student did. Rather than distrusting logical analysis, "Michelle" seemed to be saying that if people reason logically (and do not use faulty generalization), racism can be put to an end. Her response is characteristic of the procedural knowledge from "Women's Ways of Knowing." A third female student is more difficult to classify but intriguing to listen to. Her approach is Utopian: she compares the status quo to an ideal vision of what it could be. Sample evaluations show that the students regarded the listserv assignment positively; excerpts from the e-mail conversations are included, as is a course assignment. (TB)

ED 402 573 CS 215 493

Ostrom, Hans

Grammar J, as in Jazzing Around: The Roles "Play" Plays in Style.

Pub Date—29 Mar 96

Note—17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—African Culture, Higher Education, Self Expression, Student Attitudes, *Student Needs, *Writing (Composition), Writing Assignments, *Writing Instruction, *Writing Strategies

Identifiers—*Playfulness, *Writing Contexts, Writing Style

This paper asks what role "play" plays in writing and how it can help a writer, whatever dread, boredom, skill, or ethnicity he/she brings to writing. Some of the ideas in the paper come from Africa, courtesy of Robert Farris Thompson. In his "philosophy of discourse" discussed in the paper, Thompson speaks of the "big picture," a culture's deep sense of how talking, listening, writing, reading (discourse) functions, operates, works, and plays—his word is "plerk," combining play and work. Style is the arrangement of language and students' writing is often the nexus for numerous impasses—impasses in society, in academics. The paper uses Thompson's book, "Flash of the Spirit," a reconsideration of African discourse, to search for a way out

of the frequently grim, joyless, viciously circular, alienated zones of writing. At some point in all classes, the student writer should play with the rhythms of whatever he/she is asked to write. The following positions are taken: (1) what is written in college should be contested and negotiated; (2) students should "play off" each other's papers (co-revise); (3) students need to "own" their writing; and (4) they need to think of "big style," a way of seeing themselves and their writing wholly. The paper concludes with anecdotes about two students. Contains 9 references. (TB)

ED 402 574 CS 215 546

Newberry, Ruth

A New Wave: Teaching Writing in Duquesne University's Saturday College.

Pub Date—Mar 96

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Programs, *Adult Students, *Continuing Education, *Curriculum Development, Educational Planning, Higher Education, *Instructional Effectiveness, Nontraditional Students, Writing Exercises, *Writing Instruction

Identifiers—*Duquesne University PA

Duquesne's "Saturday College" program in the Greater Pittsburgh (Pennsylvania) area began in the spring of 1992. This is a program designed specifically for the working adult who wants to complete a bachelor's degree in 4 years by attending classes on Saturday. The format of the program and the concerns of the adults in it required reconceiving the objectives and curricular content of traditional semester courses. The challenge is how to guide the students even though they are in class for only a few hours a week. Because the format is accelerated, educational objectives for writing instruction were listed and prioritized and emphasis given to 4 of the 11 objectives: the problem solution essay, the informative summary, comparison and contrast, and analysis with response. These objectives were chosen based on an informal survey of what writing skills faculty in other disciplines asked of their students most often. Eliminated from the list were the research paper and the taking exams essay; these, it was determined, were being covered in another course. To cover the other objectives—cross-curricular emphasis, critical reading strategies, grammar, and writing process orientation—strategies were developed coordinating out-of-class and in-class worktime. In other words, students perform exercises out of class, with the assistance of a booklet written especially for them, so class time is spent in the most productive way possible. (Contains the seven overhead figures used in the presentation.) (TB)

ED 402 575 CS 215 549

LeTourneau, Mark S.

Text as a Linguistic Level: Implications for Teaching Writing.

Pub Date—Nov 96

Note—5p.

Journal Cit—Composition Chronicle: Newsletter for Writing Teachers; v9 n7 p5-8 Nov 1996

Pub Type—Journal Articles (080) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Coherence, Connected Discourse, Definitions, *Discourse Analysis, *Essays, Higher Education, *Linguistics, Paragraphs, Revision (Written Composition), Sentences, *Syntax, *Text Structure, *Writing Instruction

Identifiers—Writing Contexts

This paper proposes that a metaphor of linguistic levels, similar to that used in general linguistic theory, be applied to the study of levels within an essay. The linguistic conception of levels in a piece of writing is not sentence-paragraph-essay (which might be characterized as a rhetorical division) but rather (or in addition to) sentence-text-discourse; the skill levels to be taught in writing classes corre-

sponding to revision, then, will be syntactic, textual, and discursive. The paper draws a distinction between text and discourse, stating that the relationship between the two terms consists of a set of "contextual coordinates" that define a communicative or rhetorical situation: place, time, purpose, audience, reader, etc. The concept of context here must be broad enough to include both written and oral texts. The fit between the text and the coordinates defining its context specifies the degree of coherence a discourse has; that is, whereas cohesiveness and coherence are conditions for forming good texts, coherence reflects the appropriateness of the text, i.e., the degree to which a text matches its associated rhetorical situation, or discourses. In summary, the method of defining linguistic levels, as in the case of syntax, can be extended in a straightforward way, without ad hoc modifications, to describing text as another level. An analysis of a sample paragraph is provided. (Contains 21 references.) (TB)

ED 402 576 CS 215 555

Lowe, Kelly Fisher

Like a Hurricane: The Writing Program at the Center of the Storm over the University.

Pub Date—Mar 96

Note—20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*College English, *Curriculum Design, Curriculum Evaluation, *Definitions, *Discourse Analysis, *English Departments, Higher Education, Rhetoric, Rhetorical Theory, Writing (Composition), *Writing Instruction

Identifiers—*Cultural Studies

Currently, many college and university English departments are reviewing the purpose of their departments. Are they still departments of literature? A writing program is best served by staying in an English department, with the caveat that the department move towards a cultural studies curriculum—the writing program within an English cultural studies program can take a central place in the university curriculum. Cultural studies is the glue that can hold the study of literature and the study of writing together. One of the main theoretical underpinnings of cultural studies is the breakdown of the binary between the production and consumption of texts. A writing program fostering political agency through the use of discourse analysis and critique would be right at home in an English department whose mission was to study language's uses in the service of power. Trimbé believes that cultural studies has sought to shift the focus from the history of the text to the history of readers. The writing program should stand in the center of English/cultural studies curriculum because the emphasis upon critique of discourse is foregrounded. It should stand at the center of the university because, notes Edward White, it has a double role as a socializing discipline (enforcing and confirming student membership in an educated community) and as an individualizing discipline (demanding critical thinking and an active relation of the self to material under study). (Contains 21 references.) (TB)

ED 402 577 CS 215 581

Mullin, Anne

Crossing Over: Individuality and Social Constructivism in the Writing Center.

Pub Date—Mar 96

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Higher Education, Individual Development, Self Concept, *Theory Practice Relationship,

*Writing Instruction, *Writing Laboratories, *Writing Processes

Identifiers—Educational Issues, Lacan (Jacques), *Social Constructivism, Winnicott (Donald W)

There need be no quarrel between those who believe that writing comes primarily from an individual's discovery of selfhood and those who believe that writing is primarily the result of social interaction. Two theoretical perspectives are helpful in considering this issue. The first, presented by D. W. Winnicott, suggests that an infant learns gradually, over time, that it is a separate entity, apart from its mother. In time, the child learns both to recognize and to cope with or to control, at least partially, the separation and otherness of the mother. The second theory, presented by J. Lacan, suggests that a child undergoes a moment of shock or loss during the mirror stage, the time when the child first recognizes himself or herself in the mirror. It could be argued, however, that the mirror stage is not so much a shock as a discovery, a recognition of the already-felt-but-not-represented non-mother. Writing centers are successful to the point that they offer opportunities to discover boundaries between self and other. The process of putting thoughts into words requires, as Flower suggests, that thoughts be separated out from intuitive inklings or nudges in the nervous system. The writer must also deal with the risk of misinterpretation. Repeated experiences of separation and restoration—drafting, hearing the draft read, having it evaluated, and rewriting it—strengthen the writer's sense of writing as both self and other. (TB)

ED 402 578 CS 215 583

Price, Carol Holman, Linda

Coaching Writing in Multicultural Classrooms with Oral Commentary.

Pub Date—Mar 96

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Classroom Research, English (Second Language), *Freshman Composition, Higher Education, *Hispanic Americans, *Language Minorities, Minority Groups, *Tape Recordings, *Writing Attitudes, *Writing Evaluation, Writing Research, Writing Strategies

Identifiers—T Test

Due to existing demographic trends, language minority students comprise an increasing proportion of students in the Southwest and in urban areas. For these language minority students, the lack of strong writing skills impedes academic performance at the university level and then later in the workplace. To test writing attitudes, a study involved students enrolled in two sections of freshman English composition in a large Southwestern university. Students in both classes were administered a pre- and post-test attitude survey to determine their attitudes about writing. The control sections received traditional written comments on their written drafts. The treatment section received very little written response but lengthy one-on-one counseling via cassette-taped comments on their written drafts to coach them and assist them through the revision stages of the writing process. Direction t-test comparisons did not indicate a significant difference in the pre- and post-test essays for the two sections. However, the analysis of pre- and post-test attitude surveys did indicate a statistically significant difference in attitude toward writing, with the treatment group demonstrating a more positive attitude than the control group. Notably, Hispanics in the experimental classes seemed to respond even more enthusiastically to the taped feedback than the Anglo students. (TB)

ED 402 579 CS 215 585

Moore, Bryan L.

Professing Professionalism: The Psychological Dilemma of the Student-to-Professional Peer Conversion Process.

Pub Date—Mar 96

Note—7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Definitions, *English Teachers, Higher Education, *Professional Development, *Self Concept, Teacher Student Relationship, *Writing Teachers

Identifiers—Faculty Attitudes, *Professionalism, *Professionalization

For the author, becoming an English instructor places him on the horns of a dilemma: how may those who have identified themselves as students in the past begin to identify themselves as professional peers? Is it an attitude that comes naturally through writing term papers; reading the scholarship of the field; contributing to participating conferences; trying to publish; working through and appropriating other rhetoric? In short, is professionalism merely a designation or is it an attitude? Some of the basic concepts of composition and rhetorical theory can be put to use in entertaining the question. Consider the question of audience when applying for a job: parttime or fulltime? Naturally, the applicant wants to learn as much as possible about his or her potential employer and wants to conduct him- or herself in a manner that will seem attractive to the employer. From poststructuralist rhetoric, the new professional can learn to problematize the virgule between student and teacher. The teaching professional may always want to be a student of sorts, a person who continues learning indefinitely, not only through professional activity but also through interaction with students. (Contains 20 references.) (TB)

ED 402 580 CS 215 586

Price, Carol

Building a Community Discourse for a Writing Program: Creating a Handbook and a Common Experience Teaching Program for Adjunct Faculty.

Pub Date—Mar 95

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Adjunct Faculty, Cooperative Learning, *Freshman Composition, Higher Education, *Instructional Innovation, *Professional Development, Rhetorical Theory, Seminars, *Teacher Orientation, *Workshops, Writing Processes

Identifiers—Peer Support

Adjunct professors are used widely to teach the great number of elementary composition courses for freshmen. Too often, they are underpaid, overworked, and undertrained. One sad result of this is that the experience for students in these classes varies from class to class as novice teachers cast about for a way of handling a writing curriculum with which they are not very familiar. Many times there are no departmental resources for training these instructors in current research and theory about the process of writing using invention, multiple drafting, peer collaboration, and teacher-assisted revision. To encourage teaching approaches informed by the most current theories, a one-day orientation practicum was organized, along with monthly workshops, and the writing of a short, concise handbook. The orientation day came into being because faculty volunteered to make presentations; some part-time instructors even made presentations; breakfast and lunch were offered to give adjunct faculty a sense that they were appreciated professionals. Articles and handouts were given to the participants so they would have a chance to look them over ahead of time. The monthly workshops grew out of the one-day orientation, and the handbook, in turn, grew out of the workshops. Its organization was geared toward the faculty who would be using it—it was a quick practical guide for experi-

enced teachers as opposed to a how-to manual for beginners. (Contains 10 references.) (TB)

ED 402 581 CS 251 587

Stidler, Michelle

A Diversity of Grammars: Breaking the Boundaries of "The Well Made Box."

Pub Date—Mar 96

Note—6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Feminism, *Grammar, Higher Education, *Language Usage, Popular Culture, *Writing (Composition), Writing Instruction

Identifiers—Cultural Studies

In his 1976 article, "Grammars of Style: New Options in Composition," Winston Weathers calls for a Grammar B, an alternate set of conventions which govern the construction of whole compositions. He urges compositionists to look beyond the "well-made box" and consider other options for compositional patterns and discourse structures. Fields such as feminism and cultural studies have presented viable arguments for the inclusion of other structural paradigms, or grammars, as Weathers chooses to call them. However, such alternate grammars are still not widely embraced by the field of composition. Both Lillian Bridwell-Bowles and James A. Berlin have argued for the inclusion of alternative or ordinary grammars in the classroom. Often ordinary discourse is derived from popular cultural artifacts such as print, film, television, advertising, and conversation. (TB)

ED 402 582 CS 251 588

Bump, Jerome

Transcending Right Brain/Left Brain Boundaries: The Teacher as Model.

Pub Date—Mar 96

Note—6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Brain Hemisphere Functions, *Classroom Techniques, College English, *English Instruction, Higher Education, Learning Motivation, Student Centered Curriculum, Student Needs, *Teacher Role, Teaching Methods, Thinking Skills, *Writing Instruction

Identifiers—Teaching Perspectives

One of the deepest and most debilitating schisms in the university classroom, as in life, is that between the left and right sides of the brain, reason and emotion, the head and the heart. More and more college English teachers have become aware of the value of addressing the whole brain, the whole person. Teachers set up goals and communicate expectations either directly or deceptively and students base their judgments not just on the words addressed to the left half of their brains, but also on their right-brain memories of the lived experience and emotional impact of their teachers' or parents' behavior. Reading journals' assignments and the creation of a student-centered classroom can encourage communication between both sides of the brain. Personal experience essays are examples of some of the best student writing, but some students are not comfortable with baring their souls. These students should be encouraged to focus on intellectual rather than emotional honesty—instructors are urged to applaud both kinds of writing. (CR)

ED 402 583 CS 251 591

Henning, Martha L.

Breaking through "The Dominion of Facts":

Sarah Josepha Hale's Instructive Legacy.

Pub Date—Mar 96

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI,

March 27-30, 1996).

Pub Type—Historical Materials (060) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Authors, *Classroom Communication, Cognitive Style, Higher Education, *Intellectual History, *Logical Thinking, Popular Culture, *Reflective Teaching, Sex Differences, Student Needs

Identifiers—*Gender Issues

The 18th and 19th centuries saw a real tension between inductive and deductive methods of reason. Spokesperson for her era through her association with the popular "Godey's Ladies' Book," Sarah Josepha Hale addressed this tension in 1858, citing an article by Thomas Henry Buckle ascribing the method of deduction to women and that of induction to men, and clearly favoring deduction. Deductive reasoning is centered in community assent, while inductive thought derives from the power of the individual and reinforces that power. Authors of literature of the 1850s (recognized as "the feminine fifties"), such as Harriet Beecher Stowe in "Uncle Tom's Cabin," use symbolic references from which readers deductively construct meaning. Later 1850s' literature reflects and promotes the evaluation of women, with story movement becoming a linear progression. Educational institutions still privilege the inductive, but despite the historical precedent and the current predilection toward inductive reasoning, this can be balanced with some basic and practical implications for the composite pedagogy. In the classroom, where students' cognitive methods differ, various methods of collaborative evaluation can be considered. Taking a cue from Hale, perhaps accepting and teaching a change of mind can make an impact on the culture's order: economic, social, and political. (CR)

ED 402 584 CS 251 592

Di Renzo, Anthony

America Inc.: John Dos Passos' "USA" as Professional Writing Textbook.

Pub Date—Mar 96

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Historical Materials (060) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Business Communication, *Content Area Writing, Higher Education, Instructional Effectiveness, Literary History, *Literature Appreciation, Technical Writing, United States Literature, Writing Assignments

Identifiers—*Dos Passos (John), *Professional Writing, Writing Contexts

While working as a special consultant for General Mills in 1948, John Dos Passos wrote a report explaining the latest scientific research and technological advancements and how the postwar economy was affecting General Mills and the cereal market. General Mills, using a real writer for a corporate freelance, profited from Dos Passos' expertise and reputation. His "USA" trilogy was a blend of fiction, Forbes-style reportage, and economic analysis. As a history of American business from 1870 to 1935, "USA" is as exhaustive as it is colorful. For an instructor who uses it in a professional writing class, "USA" is an ideal primer for work-related writing. It can be read as an epic of early corporate communications, with its lessons divided between the practical and the promotional, and these business parables often translate into imaginative and effective writing exercises. Dos Passos becomes a model for resume composition with concrete specific words, factual details, and a strong narrative. Lessons in promotional writing concentrate on issues of audience and rhetoric. On the eve of the 21st century, when computers and electronic mail have made work-related writing more essential, challenging, and creative than ever, "USA" is still an important resource. (CR)

ED 402 585 CS 251 594

Howe, Kathleen

Tradition and Story: Intergenerational Ties of Past to Present.

Pub Date—Mar 96

Note—14p.; Paper presented at the National Conference for Creating the Quality School (March 1996).

Pub Type—Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Children's Literature, *Cultural Awareness, Cultural Background, Elementary Education, Family History, Fiction, Multicultural Education, Picture Books

Identifiers—Intergenerational Learning, Multigenerational Relationship

This 32-item annotated bibliography details picture books, realistic fiction, poetry, and biographies (most of which were published in 1994) that deal with intergenerational relationships. Each entry in the bibliography indicates the literary genre and recommended age level of the book. The bibliography begins with a brief introductory section that discusses why multigenerational and multicultural stories should be told, who should tell such stories, when to tell such stories, and where to find those stories. (RS)

ED 402 586 CS 251 595

Dutcher, Violet A.

Textual Authority: The Rhetorical Politics of Thomas Nashe.

Pub Date—Mar 96

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Historical Materials (060) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Amish, Higher Education, *Intellectual History, Literary Devices, *Religious Conflict, *Rhetoric

Identifiers—*Anabaptists, Educational Issues, Historical Background, Mennonites, *Nashe (Thomas), Religious Movements, Voice (Rhetoric)

Through the voice of Thomas Nashe in "The Unfortunate Traveller," published in 1594, it is possible to see another side of the historical conflict between splintering Anabaptist groups and the state-operated church which controlled voice and thus literacy and literature during the Renaissance. The Anabaptist movement, forerunner of the Amish and Mennonites, did not originate solely out of theological discussion, but also out of the need for a new socioeconomic order. Ethnic roots and academic interests, particularly in literacy, came together in the question of how the surrounding society and its literature muzzled and silenced groups. In Nashe's era, it was impossible for a person to belong to an Anabaptist group and to be a member of the state church, with all the loyalties this membership entailed. In this conflict of roles, or in ways of thinking, today it may be necessary to choose sides. Nashe uses metaphors to name the perpetual conflicts and how knowledge is constructed. Is there an ethical conflict between the role of Anabaptist, and other marginalized groups, and the role of loyal citizen/student of writing and literature? It is concluded that an individual can be both an Anabaptist and a composition student of writing with seeming ease. In the student role, research to understand writing, literature, and history can be undertaken, and, in the Anabaptist role, freedom of individual thought to express ideas and to interrogate literature can be exercised. (CR)

ED 402 587 CS 251 596

Bernstein, Mashey

Expanding the Horizon: Writing for the Visual Arts.

Pub Date—Oct 96

Note—13p.; Paper presented at the Annual National Conference on Liberal Arts and Technology (New York, NY, October 16-18, 1996).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Art Activities, Art History, *Artists, Higher Education, Student Reaction, *Vi-

sual Arts, *Writing Across the Curriculum, *Writing Assignments, *Writing Skills
 Identifiers—*University of California Santa Barbara, *Writing Contexts, Writing Topics

The writing program at the University of California at Santa Barbara offers a class for junior and senior art history or studio majors or film studies majors, although it attracts students from other related fields such as communications. It is specifically goal oriented and works best with students who have a knowledge of the arts. The class is not about art but concentrates on those writing skills that will impact most clearly on the students' future careers as artists, specifically in the areas of: reviews, brochures and catalogs, resumes, personal statements, cover letters, and grant proposals. The course is hands-on, with each assignment considered from a real world perspective. While expository essay is not emphasized, the course focuses on those aspects of writing usually found in a writing class, such as demands of audience, use of concrete examples, focus, critical analysis, expository writing, development of ideas, and editing. A central section of the course, devoted to audience, looks at the work of Robert MacInnes, the controversial photographer. Also included is David Ogilvy's "How to Write Potent Copy," examined for its content and comments on advertising. A final project asks students to create something artistic that contains writing. Students without fail have responded to the exercise with enthusiasm. They must write a contract that details the nature of the work, dates for submission of each section, etc. Items created have included brochures, CD covers, calendars, and how-to booklets. (CR)

ED 402 588

CS 215 597

Mortensen, Peter

Illiterate Sorrows: Misrepresenting Literacy and Intelligence.

Pub Date—Mar 96

Note—9p.: Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Cultural Context, Differences, *Educational History, *Illiteracy, *Literacy, *Popular Culture, *Regional Characteristics

Identifiers—*Appalachia (South), Discourse Communities, *New Jersey (Pine Barrens Area)

Representations of illiteracy in bureaucratic, journalistic, and literary treatments of southern Appalachia reveal a substantial practice by metropolitans of blaming illiteracy in the region for its supposed failure to integrate materially and culturally into a national economy. Yet patterns of illiteracy in southern Appalachia resemble patterns elsewhere in the United States. Around the turn of the century, however, the difference between southern Appalachia and the rest of the nation was emphatically marked by recurring narratives about the region's extraordinary rate of illiteracy. The massive anti-illiteracy campaigns that states like Kentucky staged created an opportunity for underpaid and disrespected schoolteachers to demonstrate professional expertise far beyond what they could exhibit in the privacy of their classrooms. An examination of professional discourses on illiteracy in the southern New Jersey "Pine Barrens" evolved into something different from that of Appalachia. In 1826 a missionary report refers to men and women unable to read and therefore unable to attain Christian salvation through studying holy scripture. By 1844, however, widespread family illiteracy is reported—there is "very little if any taste for reading" among inhabitants. New Jersey natives from John McPhee to Edmund Wilson have assayed the Pines and not missed the opportunity to echo the discourse of illiteracy in their constructions of that place as a world apart. Is it possible that professional educators remain dependent on illiteracy—or rather localized figures of illiteracy—to create the very places and spaces where their work can be advanced? (Contains 10 references.) (NKA)

ED 402 589

CS 215 599

Walvoord, Barbara E. And Others

In the Long Run: A Study of Faculty in Three Writing-Across-The-Curriculum Programs.

National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-5642-8

Pub Date—97

Note—177p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 56428: \$14.95 members, \$19.95 nonmembers).

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price — MF01/PC08 Plus Postage.

Descriptors—Case Studies, *Classroom Environment, *College Faculty, Higher Education, Interdisciplinary Approach, Program Evaluation, Teaching Styles, *Writing Across the Curriculum, Writing Research, *Writing Strategies, *Writing Teachers

Identifiers—*Faculty Attitudes, Teaching Perspectives, Towson State University MD, University of Cincinnati OH, Whitworth College WA, Writing Contexts, Writing Thinking Relationship

Designed to allow teachers immersed in Writing Across the Curriculum (WAC) programs and those still contemplating increasing the use of writing in their courses to peer into classrooms of those who have participated in such programs for years, this book reports on the long-term impact upon faculty of WAC programs. The book studies WAC programs—collecting interviews, questionnaires, classroom observations, student evaluations, and course documents from more than 700 faculty, 1-15 years after their first WAC experiences. In the study reported in this book, the focus is in trying to understand how faculty members themselves construct the meaning of their WAC experiences. The book finds that faculty used the same criteria for adopting WAC strategies as for rejecting them—whether the strategy (1) created community in the classroom; (2) enhanced learning; (3) was feasible; and (4) fit the faculty members' priorities and teaching style. The book offers detailed examinations of the WAC programs at the University of Cincinnati (Ohio), Towson State University (Maryland), and Whitworth College (Washington). The voices of faculty members presented in the book come from departments of geography, nursing, criminal justice, math, music, and international business. Appendixes provide questionnaire responses. (NKA)

ED 402 590

CS 215 600

Lanoue, David G., Ed. Wilson, Vivian A., Ed.

Bard South: Teaching Writing at Historically Black Colleges and Universities.

Southern Education Foundation, Atlanta, Ga.

Pub Date—88

Note—68p.

Pub Type—Collected Works - General (020) — Guides - Classroom - Teacher (052) — Historical Materials (060)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Black Colleges, Black Students, *College English, English Instruction, Higher Education, Self Concept, *Writing Instruction, *Writing Processes, *Writing Strategies

Identifiers—Process Approach (Writing), Writing Groups, Writing to Read

This collection of essays is introduced by Paul Connelly, who focuses on how the essayists encounter problems boldly and recognize opportunity in them—the essays are less local reports of various successful process approaches to teaching writing than a record of the willingness to experiment, to take risks, to learn. The essays and their authors are, as follows: "Reinforced Lessons: Strategies for Teaching Composition" (Elizabeth Brown Guillory and Barbara Loy); "Writing at Atlanta Junior College: A Team Sport" (Carla Ranger); "Saga of the Dragon Slayers or Perspectives on Teaching Writing at Spelman College" (Jacqueline Jones Royster and Anne Bradford Warner); "Writing to Read: A Summer Writing Workshop for High School Students at Xavier University" (David G. Lanoue and Vivian A. Wilson); "Freewriting to Bet-

ter Communication and a Better Self: Two Experiences" (Ernestine M. Pickens and Jocelyn W. Jackson); "Developmental, Advanced, and Professional Writing Classes at Tennessee State University" (Clayton G. Reeve and others); "Variations on a Theme—The Empathetic Approach to the Teaching of English" (Norman Benedict Elmore); "When Writers' Groups Work" (Kathy D. Jackson); "Writing for Learning: The Confession of a Committed Convert" (Gaye H. Hewitt); and "Back to the Source" (Luetta C. Milledge). Contains 11 references. (NKA)

ED 402 591

CS 215 601

Berggren, Anne G.

Writing as Involvement: A Case for Face-to-Face Classroom Talk in a Computer Age.

Pub Date—Mar 96

Note—9p.: Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, Classroom Techniques, *Computer Assisted Instruction, *Computer Attitudes, *Computer Mediated Communication, Higher Education, Student Participation, Teacher Role, *Writing Instruction

Identifiers—*Computer Assisted Writing, Conversation, *Face to Face Communication

The abandonment of face-to-face voice conversations in favor of the use of electronic conversations in composition classes is an issue to be interrogated. In a recent push to "prepare students for the 21st century," teachers are asked to teach computer applications in the humanities—and composition teachers, who will teach writing in computer labs using, among other techniques, electronic classroom conversations, are being recruited. Enthusiasts claim that this will ensure more student and less teacher participation and overcome hierarchies based on sex, race, class, attractiveness, personal charm, or status, leading to more equalization of power. But should voice conversation, face-to-face talk, be uncritically abandoned? Voice conversation can aid the development of writing by emphasizing what is missing in writing, what must be made up for, and what contextual clues, elaborations, and tones have to be inserted to guide readers. Voice conversation in the classroom also helps develop the kinds of oral practice that are part of writing in the academy as well as in the outside world. An important forum for both invention and feedback may be lost when students are required to write their conversation. Replacing voice with electronic conversations in the classroom may put too much emphasis on the "how" of writing rather than the "why" of writing and class rapport may not be established via computer because too few facets of personality get translated electronically. (Contains 8 references.) (CR)

ED 402 592

CS 215 602

Weeden, Scott R.

The Tragedy of Logos: Networked Computer Classrooms and Contact with Strange Discourse Worlds.

Pub Date—20 Mar 96

Note—10p.: Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, *Computer Assisted Instruction, Computer Mediated Communication, *Computer Networks, Higher Education, Student Reaction, Teaching Meth-

ods, *Writing Assignments, *Writing Instruction

Identifiers—Classical Rhetoric, *Computer Assisted Writing, *Discourse Communities, Logos (Theology)

According to author David Roach, the "tragedy of logos" refers to the condition of having a "logos" (meaning a view of the rational structure of the world) and colliding with its limits and limitations. The tragedy of logos arises when some event or experience shows that things are otherwise, because tragedy entails the intersection between persons feeling themselves to be agents of what happens to them and finding themselves directed by circumstances beyond their control, according to the ancient Greeks. Networked computers make it possible for students to grow, experiencing productive tragedies of logos, wherein they realize the limits of their understanding and are in a position to reflect on those limits, accept responsibility, and then acknowledge that that diversity and unassimilated otherness they discovered is not accounted for and must be given its due. In a networked classroom, students were asked to read an essay which identified a number of features of language use in the culture that reinforce pejorative attitudes toward women and respond on the classroom's disk to the essay's claims. During open lab hours students read what other students wrote—sometimes finding relief when they learn that classmates share their perspective—and then wrote a short response indicating what they had learned from this exercise in confrontation of their logos and revisions of their assumptions. Thus networked computers can promote productive "tragedies of logos" in writing classrooms. (Contains 7 references.) (CR)

ED 402 593

CS 215 603

Moore, Renee

Between a Rock and a Hard Place: African Americans and Standard English.

Pub Date—2 Aug 96

Note—44p.; Independent Reading Project, Bread Loaf School of English.

Pub Type—Information Analyses (070) — Reports - General (140)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Black Students, Classroom Techniques, *Cultural Context, High Schools, Higher Education, *Instructional Effectiveness, Language Research, Nonstandard Dialects, *North American English, Standard Spoken Usage, *Writing Instruction

Identifiers—*African Americans, Historical Background, *Mississippi Delta

From the perspective of an African American woman teaching at an all-Black high school in the Mississippi Delta, the moment when she must begin teaching English grammar is the moment her students put up a fearful, sometimes hostile resistance. This paper examines the language patterns and attitudes of African Americans, as well as the educational methods used to teach African American students. Following an introduction which furnishes a historical background, the paper first discusses African Americans and the struggle for formal literacy and then discusses the development and perceptions of African American Vernacular English (AAVE). In the next section on continuing controversies about how to teach standard English, the paper focuses on teaching writing at the college level, noting that two assumptions at the heart of writing process methodology: a belief that students' expectations about learning do not substantially differ from those of their teachers and a belief that teachers are generally capable of understanding and exchanging dialogue with all students, can be inappropriate for Black students. The final section of the paper discusses "culturally engaged teaching" and gives various examples of effective use of that approach. Contains 70 references. (NKA)

ED 402 594

CS 215 604

Dale, Helen

The Influence of Coauthoring on the Writing Process.

Pub Date—Mar 96

Note—20p.; Paper presented at the Annual Meeting of the Conference on College Composition

and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Classroom Research, Classroom Techniques, *Cooperation, Cooperative Learning, Grade 9, High Schools, *Instructional Innovation, Peer Relationship, Questionnaires, Student Reaction, Teamwork, Writing (Composition), *Writing Instruction, *Writing Processes, Writing Research, *Writing Strategies

Identifiers—*Collaborative Writing

A study examined the influence of coauthoring on the writing process in the classroom. Subjects were 24 students in a ninth-grade English class at a racially and socioeconomically diverse high school located in a medium-sized Midwestern city. Data was collected over the first 9-week quarter of the year. Eight collaborative writing triads, maintained over the course of the quarter, were formed in the first few weeks of the school year. Primary criteria in establishing heterogeneous groups were gender, race, and verbal ability/leadership. Subjects wrote three essays, each to be completed in three class sessions, on argumentative topics chosen by the instructor to promote cognitive conflict. Discourse of the third writing assignment was used for the study and subjects were audiotaped during the writing process. Data was also collected via a questionnaire filled out by the entire class after the last coauthoring experience and retrospective interviews were conducted. Findings suggest that students writing collaboratively spend a far greater percent of their energies on planning and revising than solo authors do. Students interviewed said that what they most remembered from collaborative writing was different ways to plan. Findings also suggest that coauthors' writing processes tend to resemble those of more expert writers. Also, because of interactions necessary for coauthoring, students must give specific and analytical attention to their own writing processes as well as those of others. (Contains 20 references.) (CR)

ED 402 595

CS 215 605

Gaillet, Lynce Lewis

Designing a Graduate Seminar in Academic Writing.

Pub Date—Mar 96

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Graduate Students, Graduate Study, Higher Education, Research Papers (Students), *Seminars, Teaching Methods, *Writing for Publication, Writing Improvement, *Writing Instruction, *Writing Processes, Writing Strategies

Identifiers—Academic Discourse, Georgia State University, *Professional Writing, *Writing Contexts

An English 812 class in expository writing at Georgia State University was restructured by the instructor to become a seminar in academic publishing. Often, lengthy assignments are assigned in graduate seminar courses, with professors incorrectly assuming that graduate students already have knowledge of the writing process, when they often do not. The class is based on four assumptions of communicative competence graduate students must master: (1) research methodology and the model of knowing; (2) research by the extended research community is shared through professional journals and meetings; (3) to publish and to be cited is to enter the community's discourse; and (4) students' initiation into the research community is through the reading and writing they do. In this course, students are asked to review a book relevant to either their seminar presentations or final projects; report on an issue listed in the course overview or one of their own choosing; keep a daily notebook; provide 10 annotated entries on writing instruction; write an abstract for a specific conference; and rework existing papers or write a new

paper for publication, with peer editing before the due date. The instructor completes all assignments with the students. (CR)

ED 402 596

CS 215 606

Schneider, Christopher

From Consistentization to Connected Knowing: The Liberatory Epistemologies of Paulo Freire and "Women's Ways of Knowing."

Pub Date—Mar 96

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, Classroom Environment, Classroom Techniques, Cognitive Processes, Comparative Analysis, *Educational Philosophy, *Epistemology, Teacher Role, *Teacher Student Relationship, Teaching Methods

Identifiers—Consistentization, Freire (Paulo), *Knowledge Acquisition, *Liberatory Learning, *Womens Ways of Knowing

Similarities exist between Paulo Freire's radical approach to teaching and learning and the connected and constructed knowers discussed in "Women's Ways of Knowing" by M. F. Belenky, B. M. Clinchy, N. R. Goldberger, and J. M. Tarule (1986). The most important similarity seems to be their related understandings of the relationship between knowledge and "one who knows." Consistentization serves as one of the central ideas in Freire's conceptualization of education as a form of liberation. Connected knowing is said to "build in the subjectivists' conviction that the most trustworthy knowledge comes from personal experience rather than the pronouncements of authorities." Both epistemologies posit an interdependent relationship between the knower and the known. In terms of teaching and learning, one way to envision this relationship is to use a triangle, a metaphor familiar to rhetoricians, with the students, the teacher, and knowledge each represented by a different angle. As in geometry, changing one of these angles forces the others to change. Transforming the knower from an object being acted upon to a subject who actively constructs the world and moving the known from an exclusively objective entity to a personally and socially constructed phenomenon necessarily requires a reposition of the identities and relationships among knowledge, students, and teachers. Students are able to situate themselves critically in their worlds and teachers must redefine their function in the classroom. (Contains 9 references.) (CR)

ED 402 597

CS 215 607

Daniel, Janice Barnes

Connecting Higher Education to Public Schooling: Resistance to Reform.

Pub Date—Mar 96

Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—College School Cooperation, Critical Thinking, *Curriculum Development, *Educational Change, *Educational Cooperation, Educational Objectives, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Professional Development, *Public Schools, Resistance to Change, *Writing Across the Curriculum

Identifiers—*Morehead State University KY, *Thinking across the Curriculum

America's Secretary of Education Richard W. Riley believes that the higher education community must be in a position to respond to raised standards for kindergarten through 12th-grade students. In fact, he said: "These two systems must collaborate to solve a problem that neither can address by itself." Initially, sweeping reform plans did not include higher education and roles of universities

were given no place in the overall design. However, some forward-thinking individuals at Kentucky's Morehead State University (MSU) had foreseen the need for redefining attention to the writing and thinking skills of all students and committed to a Title III 3-year project initiating professional development to increase awareness and activation of teaching writing and reasoning skills across the curriculum. A Critical Thinking task force was formed, resulting in MSU's Critical Thinking Center, and a new course (MSU 101) was implemented to foster successful orientation to campus life to smooth the transition between public schooling and higher education. A Clearinghouse for School Services coordinates integration of all school reform and inservice education, and implements professional development activities for teacher education faculty. The Morehead Writing Project offers help and information on integrating writing into the curriculum. There is a full-time outreach coordinator, and mini-grants are available which allow MSU faculty to go to public schools in the Volunteer Writing Coaches Project. (Contains 7 references.) (CR)

ED 402 598 CS 215 610

Oesch, Debbie

Accommodating Difference: Native American English Education—Reexamining Past Assumptions and Recognizing Socio-Political Influences.

Pub Date—Mar 96

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Historical Materials (060) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Acculturation, *American Indian Education, American Indians, Boarding Schools, *Culture Conflict, *Educational History, *Educational Policy, Elementary Secondary Education, English (Second Language), *English Instruction, *Ethnic Discrimination, Indigenous Populations, Racial Attitudes, Rhetorical Theory, Standard Spoken Usage

Identifiers—Carlisle Indian School SD, Cultural-ly Different Students, Genocide, *Native Americans

J.D.C. Atkins, Commissioner of Indian Affairs from 1885-88, asserted, "No unity or community of feeling can be established among different peoples unless they are brought to speak the same language, and thus become imbued with like ideas of duty." Educators at government-operated Native American boarding schools embraced this assumption and heralded English as the key to assimilating Indian children into an Anglo society. Therefore, language became the lens used to modify the student's vision, and rhetorical theory influenced which lens was prescribed. A need for nationwide conformance to Standard American English practices was implied with the claim that this would insure access by all to the stereotypical "American Dream." Educators in the 1880s seem to have been influenced by the work of rhetoricians George Campbell and Hugh Blair. Blair emphasized memorizing and translating in the practice of speaking and writing English. The Carlisle Indian School's General Richard Henry Pratt's views of Native American education were tinted by his own limited experiences; he required students to participate in classroom regimentations where they repeated English phrases and copied English words from examples provided. Pratt attempted to force his perspectives onto a divided and oppressed people—his vision contributed to the blinding confusion inherent amidst cultural genocide and destitute poverty. Approaches to pedagogy—the way usage and style are undertaken, or not—are often determined by socio-politically or culturally charged assumptions which generally proceed unexamined. (A chronology and 7 references are appended.) (CR)

ED 402 599 CS 215 612

Mirando, Joseph A.

The First College Journalism Students: Answering Robert E. Lee's Offer of a Higher Education.

Pub Date—Aug 95

Note—27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995).

Pub Type—Historical Materials (060) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*College Curriculum, Curriculum Development, *Educational History, *Educational Innovation, Higher Education, *Journalism Education, *Journalism History, Mass Media, Models, Student Needs

Identifiers—Academic Orientation, Journalists, *Lee (Robert E), Program Objectives, *Washington and Lee University VA

The first class of journalism students ever assembled at a college or university enrolled at Washington College (now Washington and Lee University) in 1869-70. Studying Washington College's efforts shows that much of the promise and the shortcomings of this discipline were clearly evident more than 125 years ago. During the 1700s and 1800s the typical college curriculum was restricted to the liberal arts, and studies took place in an atmosphere similar to an academy or boarding school, reflecting British roots. The common way to learn journalism was to apprentice in a print shop, in the tradition of Benjamin Franklin. A proposal was made in 1834 for a formal school of journalism, to be called "The Washington Institute," with the intention of raising journalistic standards in the United States. During the later 19th century American higher education changed rapidly to imitate the admired German model, where lessons were based on systematic methods of inquiry and the university was viewed as a laboratory designed to develop experts and scholars. In 1862 the Morrill Land Grant Act helped establish colleges that would offer teaching specifically in fields of a practical and industrial nature—colleges were encouraged to revise their curricula. Robert E. Lee was Washington College's president when journalism education began there. He organized a committee to plan for journalism education, met with the trustees to make his case, and arranged for and advertised scholarships. After Lee's death in 1870, the program was discontinued. Though no official reason was given, the program ended probably because of constant attacks by the press. (Contains 60 notes.) (NKA)

ED 402 600 CS 215 613

Miller, Suzanne M.

Making the Paths: Constructing Multicultural Texts and Critical-Narrative Discourse in Literature-History Classes. Report Series 7.8.

National Research Center on English Learning and Achievement, Albany, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—R117G10015

Note—120p.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Critical Reading, *Cultural Context, English Instruction, Ethnography, Grade 11, High Schools, *History Instruction, *Interdisciplinary Approach, *Multicultural Education, Teacher Behavior

Identifiers—*Reflective Thinking

Developing students' ability to use multicultural perspectives and knowledge to think about literature, history, and society is emerging as an important part of a pluralistic approach to education. An ethnographic study examined three innovative eleventh-grade literature-history classes as they were negotiated over 2 school years by a pair of English and social studies teachers with pluralistic goals for curriculum and pedagogy. Reading texts from different cultural perspectives, engaging in open-forum discussion and writing, and participating in other dialectical activities fostered student awareness of the multiple, sometimes conflicting languages for understanding texts and social issues. Teachers provided assistance at points of need, sometimes in the form of posing problems, juxtaposing texts/perspectives (e.g. stories, reports, personal experiences), and initiating multivocal activities, often in the form of conversational strategies for moving from unreflective speech to conscious reflection about personal and others' assumptions and values. In this class, critical thinking and narrative thinking came to develop in a dialogic relationship, what can be seen as a critical-narrative discourse acquired and learned through dialectical talk and activity. These dialogic means of moving beyond sociocentrism toward reflection influenced individual students differently, depending on numerous personal and sociocultural forces shaping the nature of their active response or resistance. Findings contribute to a theoretical framework for understanding how interdisciplinary study of multicultural texts in problem-posing contexts contributes to specific forms of critically reflective literacy practice. (Contains 115 references and 4 tables of data.) (Author/RS)

posing texts/perspectives (e.g. stories, reports, personal experiences), and initiating multivocal activities, often in the form of conversational strategies for moving from unreflective speech to conscious reflection about personal and others' assumptions and values. In this class, critical thinking and narrative thinking came to develop in a dialogic relationship, what can be seen as a critical-narrative discourse acquired and learned through dialectical talk and activity. These dialogic means of moving beyond sociocentrism toward reflection influenced individual students differently, depending on numerous personal and sociocultural forces shaping the nature of their active response or resistance. Findings contribute to a theoretical framework for understanding how interdisciplinary study of multicultural texts in problem-posing contexts contributes to specific forms of critically reflective literacy practice. (Contains 115 references and 4 tables of data.) (Author/RS)

ED 402 601 CS 215 614

Baker, Michael And Others

Editor in Chief: Grammar Disasters and Punctuation Faux Pas. Book A-1.

Report No.—ISBN-0-89455-515-4

Pub Date—94

Note—70p.; For related books, see CS 215 615-616.

Available from—Critical Thinking Books & Software, P.O. Box 448, Pacific Grove, CA 93950-0448.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Critical Thinking, *Editing, Grade 4, Grade 5, *Grammar, Intermediate Grades, *Language Usage, *Punctuation, Spelling, Writing Processes, *Writing Skills

Identifiers—Error Monitoring

The 33 activities in this book reinforce the rules of written English by providing students with practice in editing a variety of formats. The activities help students develop a basic understanding of the rules of grammar and mechanics (generally taught in grades 4-5) in context and exercise their critical thinking abilities by identifying content errors in a writing sample and accompanying illustration and caption. Each activity contains at least one content error and five to eight errors in spelling, mechanics, and grammar. The book presents suggestions for using the activities, an editing checklist to aid in the editing task, and a scope and sequence guide that gives teachers an overview of the types of errors include in each writing sample. The answer key lists corrections for each activity. A guide to grammar, usage, and punctuation that cover the skills used in the book is attached. (RS)

ED 402 602 CS 215 615

Baker, Michael And Others

Editor in Chief: Grammar Disasters and Punctuation Faux Pas. Book B-1.

Report No.—ISBN-0-89455-516-2

Pub Date—95

Note—89p.; For related books, see CS 215 614 and CS 215 616.

Available from—Critical Thinking Books & Software, P.O. Box 448, Pacific Grove, CA 93950-0448.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Critical Thinking, *Editing, Grade 6, Grade 7, *Grammar, Intermediate Grades, Junior High Schools, *Language Usage, *Punctuation, Spelling, Writing Processes, *Writing Skills

Identifiers—Error Monitoring

The 33 activities in this book reinforce the rules of written English by providing students with practice in editing a variety of formats. The activities help students develop a basic understanding of the rules of grammar and mechanics (generally taught in grades 6-7) in context and exercise their critical thinking abilities by identifying content errors in a writing sample and accompanying illustration and caption. Each activity contains 1-4 content errors (a discrepancy between the illustration/caption and

the writing sample) and 6-12 errors in spelling, mechanics, and grammar. The book presents suggestions for using the activities, an editing checklist to aid in the editing task and a scope and sequence guide that gives teachers an overview of the types of errors include in each writing sample. The answer key lists corrections for each activity. A guide to grammar, usage, and punctuation that cover the skills used in the book is attached. (RS)

ED 402 603 CS 215 616

Baker, Michael And Others

Editor in Chief: Grammar Disasters and Punctuation Faux Pas. Book C-1.

Report No.—ISBN-0-89455-517-0

Pub Date—95

Note—130p.; For related books, see CS 215 614-615.

Available from—Critical Thinking Books & Software, P.O. Box 448, Pacific Grove, CA 93950-0448.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Critical Thinking, *Editing, *Grammar, *Language Usage, *Punctuation, Secondary Education, Spelling, Writing Processes, *Writing Skills

Identifiers—Error Monitoring

The 33 activities in this book reinforce the rules of written English by providing students with practice in editing a variety of formats. The activities help students develop a basic understanding of the rules of grammar and mechanics (generally taught in grades 8 and up) in context and exercise their critical thinking abilities by identifying content errors in a writing sample and accompanying illustration and caption. Each activity contains 1-4 content errors (a discrepancy between the illustration/caption and the writing sample) and 9-15 errors in spelling, mechanics, and grammar. The book presents suggestions for using the activities, an editing checklist to aid in the editing task and a scope and sequence guide that gives teachers an overview of the types of errors include in each writing sample. The answer key lists corrections for each activity. A guide to grammar, usage, and punctuation that cover the skills used in the book is attached. (RS)

ED 402 604 CS 215 618

Dallas, Phyllis Surrency Franklin, Marie L.

Teaching to the Camera: Learning Long Distance.

Pub Date—Mar 96

Note—17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, *Cooperative Programs, *Distance Education, Faculty Development, *Gifted, Higher Education, Instructional Innovation, Intermediate Grades, Junior High Schools, Middle Schools, Research Papers (Students), Writing (Composition)

Identifiers—*Georgia State University, Joint Venture, *Learning Environment

A study examined a joint service project undertaken by two Georgia State University (GSU) English department faculty members interested in studying distance learning technology. GSU's system uses fiber optics and technology to connect learners at a remote site to a teacher. The project involved assisting in preparing gifted students in grades 6-8 to write a research paper for the annual social science fair. The three sessions included: making topic choices; explaining paraphrasing, quoting, and plagiarism, bibliography and works-cited entries; and presenting document forms and exercises for the students to complete. Results of student surveys indicated that over half the students believed that the level of attentiveness and participation was the same as in regular class, but 8 out of 15 indicated that they had to listen more carefully than normal. The survey also included five differ-

ently worded questions about student enjoyment or interest. Also, 66% of the students responded that they found the distance learning environment more interesting than other classes; 13 out of 15 indicated that they enjoyed the class and would like to take another and that instruction was very clear; and all said that it helped them with their social science research project. Instructors found that questions involving personnel and finances for these projects arose, as did pedagogy issues raised by this type of teaching. Distance learning enrichment activities can supplement regular classroom instruction and may help vanquish students' fears about college professors and their teaching practices. (Student survey form is appended.) (CR)

ED 402 605 CS 215 619

Eckman, John

"Don't Believe the Hype": Electronic Textuality and the Composition Classroom.

Pub Date—Mar 96

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, Classroom Techniques, *Computer Assisted Instruction, Computer Mediated Communication, Computer Networks, English Instruction, Higher Education, *Hypermedia, Learning Strategies, *Writing (Composition), *Writing Instruction

Identifiers—*Discourse Communities, Learning Environment, *Technology Integration

The use of computers in English departments, especially in composition classes, has become a primary site of contention between those who find technology liberating and those who find only new configurations of the same old hierarchies. Much of the excitement stems from a perceived connection between new classroom technologies and current theories of composition pedagogy. For example, computers, especially in networked classrooms, seem to provide a more useful environment for exploring the ways in which knowledge is made collaboratively; constructed by communities rather than discovered by individuals. The computer environment also makes possible a new medium—hypertext—in which many pronouncements of contemporary literary theory can be actualized. This technology democratizes classroom discussion, allowing the students to transcend the limits of the traditional writing classroom. Hypertext is a revolutionary tool, a uniquely electronic form, which denotes text composed of blocks of text and the electronic links that join them, and which can demonstrate the links between different areas of expertise, helping students to see the connections more clearly. The hypermedia system can employ hierarchies of permissions that permit users to read, link to, or modify texts. Questions of how the physical community can be made closer to the virtual one and vice versa and issues of authorship and copyrights remain to be answered. (Contains nine references.) (CR)

ED 402 606 CS 215 620

Griffin, Gail B.

Season of the Witch: Border Lines, Marginal Notes.

Report No.—ISBN-0-9623879-5-9

Pub Date—95

Note—283p.

Available from—Trilogy Books, 50 S. DeLacey Avenue, Suite 201, Pasadena, CA 91105 (\$16.95).

Pub Type—Collected Works - General (020) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Autobiographies, College Faculty, *Cultural Context, *Females, Feminism, *Higher Education, *Literary Criticism, Multicultural Education, North American Culture,

Personal Narratives, *Political Correctness, Womens Studies

Identifiers—Educational Issues, Faculty Attitudes, *Teaching Perspectives

This collection of essays blends autobiography and literary criticism to examine conflicts currently raging around feminism, multiculturalism, and political correctness, both on college campuses and on the larger American scene. The collection begins by probing key experiences of "growing up white and female" in the 50s and 60s and then concentrating on the current experiences of teaching English and women's studies at a small, liberal arts college in the Midwest. The essays in the collection reflect on teaching African American literature to White students and looking for ways to make contact, recount various classroom dramas, muse on the art and philosophy of teaching, and consider the still marginal position of women in academe. (NKA)

ED 402 607 CS 215 621

Wiseman, Randy

Language Smarts: 10-Minute Word Activities.

Book A-1.

Report No.—ISBN-0-89455-634-7

Pub Date—95

Note—51p.; For a related workbook, see CS 215 622.

Available from—Critical Thinking Books & Software, P.O. Box 448, Pacific Grove, CA 93950-0448.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Activities, Critical Thinking, Elementary Education, *Language Arts, Poetry, *Problem Solving, Sentence Structure, *Thinking Skills, *Vocabulary Development, *Word Recognition

Identifiers—Writing Thinking Relationship

This workbook offers a variety of quick language activities that are designed to develop grade 2-4 students' associative-reasoning and problem-solving skills. The activities in the workbook cover vocabulary development, classifying, sequencing, following directions, and word recognition. Sections of the workbook are Categories: Ordering; Number-Word Expressions; Think Links; Missing Vowels; Following Directions; Sentence Detective; and Descriptive Poems. Answers to the activities are attached. (RS)

ED 402 608 CS 215 622

Wiseman, Randy

Language Smarts: Quick Word Activities.

Book B-1.

Report No.—ISBN-0-89455-635-5

Pub Date—95

Note—58p.

Available from—Critical Thinking Books & Software, P.O. Box 448, Pacific Grove, CA 93950-0448.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Activities, Critical Thinking, Intermediate Grades, *Language Arts, *Problem Solving, *Thinking Skills, *Vocabulary Development, *Word Recognition

Identifiers—Writing Thinking Relationship

This workbook offers a variety of quick language activities that develop grade 4-6 students' associative-reasoning and problem-solving skills. The activities in the workbook cover vocabulary development, classifying, sequencing, following directions, and word recognition. Sections of the workbook are Categories: Ordering; Missing Vowels; Think Links; Thinkem Linkems; Following Directions; Schedules; and Number-Word Expressions. Answers to the activities are attached. (RS)

ED 402 609 CS 215 623

Bridges, Jean B.

"Cold Sassy Tree" and "Song of Solomon": Novels in the Composition Class.

Pub Date—Mar 96

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI,

March 27-30, 1996).
 Pub Type—Guides - Classroom - Teacher (052) —
 Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Community Colleges, English Instruction, Learning Activities, Learning Strategies, *Lifelong Learning, *Literature Appreciation, Nontraditional Students, Teaching Methods, Two Year Colleges, *Writing (Composition), *Writing Instruction, Writing Skills

Identifiers—Cold Sassy Tree, *Composition Literature Relationship, *East Georgia College, Lifelong Readers, Song of Solomon (Morrison)
 Promoting lifelong reading is one objective of East Georgia College's English courses—all of them, even composition—because learning is a lifelong pursuit and to read is to continue to learn. This 2-year college's students range in age from 16-66 with varied interests but similar cultural backgrounds. Most come from non-reading, economically disadvantaged homes. While some authorities argue against placing literature in the composition classroom, many others are in favor, so long as the main course objectives involve writing. Selected reading varies from campus to campus, including professional essays, popular magazines, and other material of interest to the student. At East Georgia College, contemporary novels, best sellers, or new biographies or autobiographies are chosen, such as "The Cold Sassy Tree" and "Song of Solomon." Authors come to speak to the student body and students are given an opportunity to talk to them and to have their own books autographed afterwards. In the classroom, after the reading assignment, discussion begins, then a brief quiz, and then a writing assignment is given. Reading novels, biographies, and autobiographies stimulates the students to think for themselves and to express those thoughts in both oral and written media. (Contains six references.) (CR)

ED 402 610 CS 215 624

Anstendig, Linda Meyer, Jeanine

Using Multimedia-Hypertext in a Composition Class: An Interdisciplinary Approach.

Pub Date—Mar 96

Note—6p.: Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Software, *Critical Thinking, *Freshman Composition, Higher Education, *Hypermedia, Instructional Innovation, Interdisciplinary Approach, *Multimedia Instruction, Writing Research, Writing Skills

Identifiers—Response to Literature, *Writing about Literature

A research project aimed to show the rationale, procedure, and implications of an interdisciplinary multimedia-hypertext for composition research. The project, undertaken for 2 semesters, was for an English 102 "Writing about Literature" course which also looked to improve students' writing and critical thinking skills. In a classroom "experiment," heterogeneous groups of three to four students were chosen based upon their computer literacy skills and strengths already demonstrated as readers and writers. Students read, wrote journal entries, discussed works, and formed groups to discuss their ideas and pick a topic. Three class sessions met in the computer lab, using the Linkway Live software program, where students began drafting and practicing the different hypertext features, made decisions on such questions as what should their introduction and thesis on the first page be, and divided the labor among themselves based on members' strengths. Results indicated that this motivated students to work on their projects, taught them new ways to communicate and navigate, engaged them in collaborative problem solving, and offered critical thinking in action. Findings suggest that disadvantages included the limits of the software program caused frustrations, the time lost away from the classroom and direct study, and the

work in some groups was not shared equally. (An evaluative form is appended; contains five references.) (CR)

ED 402 611 CS 215 625

Bertelsen, Mia Jane

Enhancing Writing Skills in English and Spanish: A Bilingual Newsletter for Hispanic High Schools Students.

Pub Date—Dec 96

Note—72p.: M.A. Project, University of Oregon. Language—English, Spanish

Pub Type—Dissertations/Theses - Masters Theses (042) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Advertising, Bilingual Students, Computer Uses in Education, *High School Students, High Schools, Hispanic Americans, Journalism Education, Lesson Plans, *Multilingual Materials, *Newsletters, Photojournalism, Student Publications, *Writing Improvement, *Writing Skills

Identifiers—*Hispanic American Students, *Scholastic Journalism

Teaching journalism to produce a bilingual newsletter is an effective way to improve the writing abilities of Hispanic high school students in English and Spanish. Additionally, the creation of a bilingual newsletter can increase the students' awareness of and participation in community issues. This project paper analyzes why teaching journalism is valuable and outlines what kinds of skills the students can gain. The use of computers in the writing classroom is examined. A 10-day curriculum offers teachers lessons on how to implement a newsletter in their own classrooms. Appendixes present a list of rules for interviews, an interview evaluation sheet, a newsletter style guide, advice on taking photographs, a general advertising contract, advertising rules, practice sheets for advertising, two sample texts for use with "Pagemaker" (TM) software, and a sample newsletter. Contains 19 references. (Author/RS)

ED 402 612 CS 215 626

Simmons, Mary Beth

Personal Writing and the ESL Student.

Pub Date—Sep 95

Note—13p.: Paper presented at the Annual International Writing Centers Conference (2nd, St. Louis, MO, September 27-30, 1995).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *English (Second Language), Foreign Students, Higher Education, Learning Strategies, *Personal Narratives, Second Language Instruction, *Student Motivation, *Student Needs, Student Reaction, *Writing Improvement, *Writing Instruction, Writing Laboratories, Writing Processes

Identifiers—*Personal Writing, *Process Approach (Writing)

Personal writing is not only valid in such places as the academy, it is vital—even though Daniel Horowitz, in his essay "Process, Not Product: Less Than Meets the Eye," said that "teaching students to write intelligently on topics they do not care about seems to be a more useful goal than having them pick topics which interest them." But English-as-a-Second-Language (ESL) students say they changed their negative attitudes about writing when they were given writing assignments they cared about—a personal connection to the writing assignment. The process approach is many approaches, involving many facets of being: cognition, emotion, sense of self, sense of others, situation, background, experience, and development. The recognition of students' voices, hearing what they consider to be their writing needs, is central to a process approach to writing. Three foreign students in a writing lab at the University of Iowa using personal writing experienced some positive results: one student's prose became more vigorous and her aim in writing more precise; another found it helpful to relate work experience as a teacher to her present studies of education; and another used photographs as a key to

write a thesis, resulting in prose combining her personal, political, and artistic voices. (CR)

ED 402 613 CS 215 627

Lott, Joyce Greenberg

High Schools Are from Mars, Colleges from Greece: Why We Exist Eons Apart.

Pub Date—Mar 96

Note—11p.: Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, College Students, Comparative Analysis, English Curriculum, *English Instruction, *English Teachers, High School Students, High Schools, Higher Education, *Student Needs, Teaching Methods, *Writing Instruction, Writing Processes, Writing Skills

Identifiers—*Professional Concerns

Many high school English teachers rank their priorities according to the expectations of the institution in which they work. The scope of high school English teachers' jobs also differs from that of their college sisters and brothers. The former see themselves as accountable for the growth of the whole child, in addition to the growth of the child's expertise as a writer. Another difference lies in the fact that most college students have chosen to be there and have paid considerable money for the privilege. As a result, college writing teachers wield power. While few high school English teachers neither see themselves as writers nor are they encouraged to write for publication, their college counterparts can move up the career ladder as a result of publishing or speaking at conferences. For some high school teachers, teaching an activity they no longer perform causes rigidity. Many still teach the standard five-paragraph essay, a formula which focuses on form rather than content but which gets the job of organizing a student's writing done. Talking with former students who are now studying composition in college can help high school English teachers learn about writing instruction. (CR)

ED 402 614 CS 215 628

Villanueva, Victor Jr., Ed.

Cross-Talk in Comp Theory: A Reader.

National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-0809-1

Pub Date—97

Note—774p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 08091; \$24.95 members, \$34.95 nonmembers).

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF05/PC31 Plus Postage.

Descriptors—College Students, Educational History, Higher Education, Student Needs, *Theory Practice Relationship, *Writing (Composition), *Writing Instruction, *Writing Processes

Identifiers—*Composition Theory, Writing Contexts

Intended for experienced teachers of composition and for graduate student of composition studies, this collection of essays represents an overview of the last 30 years of composition theory—a near chronology of the profession's changes, from process to cohesion to cognition to social construction to ideology. The 41 essays and their authors include: "Teaching Writing as a Process not Product" (D.M. Murray); "Writing as a Mode of Learning" (J. Emig); "The Composing Processes of Unskilled College Writers" (S. Perl); "Revision Strategies of Student Writers and Experienced Adult Writers" (N. Sommers); "The Writer's Audience Is Always a Fiction" (W.J. Ong); "Audience Addressed/Audience Invoked: The Role of Audience in Composition Theory and Pedagogy" (L. Ede and A. Lunsford); "The Basic Aims of Discourse" (J. Kinneavy); "Spectator Role and the Beginning of Writing" (J. Britton); "Coherence, Cohesion, and

Writing Quality" (S.P. Witte and L. Faigley); "Contemporary Composition: The Major Pedagogical Theories" (J.A. Berlin); "A Cognitive Process Theory of Writing" (L. Flower and J.R. Hayes); "Diving In: An Introduction to Basic Writing" (M.P. Shaughnessy); "William Perry and Liberal Education" (P. Bizzell); "Is Teaching Still Possible? Writing, Meaning, and Higher Order Reasoning" (A.E. Berthoff); "Narrowing the Mind and Page: Remedial Writers and Cognitive Reductionism" (M. Rose); "Collaborative Learning and the 'Conversation of Mankind'" (K. Bruffee); "Consensus and Difference in Collaborative Learning" (J. Trimbur); "Writing with Teachers: A Conversation with Peter Elbow" (D. Bartholomae); "Being a Writer vs. Being an Academic: A Conflict in Goals" (P. Elbow); "Democracy, Pedagogy, and the Personal Essay" (J. Haefner); "Composing as a Woman" (E. Flynn); "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children" (L.D. Delpit); "On the Subjects of Class and Gender in the Literacy Letters" (L. Brodkey); "Diversity, Ideology, and Teaching Writing" (M. Hairston); and "Graduate Students, Professionals, Intellectuals" (R. Ohmann). (NKA)

ED 402 615 CS 215 629

Tully, Marianne

Helping Students Revise Their Writing: Practical Strategies, Models, and Mini-Lessons That Motivate Students To Become Better Writers, Grades 2-6.

Report No.—ISBN-0-590-86565-X

Pub Date—96

Note—114p.

Available from—Scholastic, Inc., 2931 East McCarty Street, Jefferson City, MO 65102 (\$12.95).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Classroom Environment, Classroom Techniques, Editing, Elementary Education, Lesson Plans, Models, Portfolios (Background Materials), *Revision (Written Composition), Student Motivation, *Writing Improvement, *Writing Skills

Identifiers—Process Approach (Writing), *Writing Motivation

Noting that revising is the hardest part of the writing process for children, this book offers practical strategies to effectively motivate students and to help them build the skills to revise their own work. The book suggests that children in grades 2 and above can handle revision if they are taught the skills that enable them to do it and if revision is presented to them as a process of developing—rather than correcting—writing. Chapters in the book are (1) The Writing Process: An Overview; (2) Create a Supportive Environment; (3) Start with the Conference; (4) Teach How to Revise; (5) Compare Models of Revision; (6) A Selection of Mini-Lessons for Revision; (7) Use Fun Strategies to Get Kids to Revise; (8) When and How to Polish and Edit; (9) Portfolios That Record and Celebrate the Revision Process; and (10) My Reflections. An appendix provides revision charts and worksheets. Contains 11 references. (RS)

ED 402 616 CS 215 630

Adler, Bill, Jr.

Tell Me a Fairy Tale: A Parent's Guide to Telling Magical and Mythical Stories.

Report No.—ISBN-0-452-27174-6

Pub Date—95

Note—188p.

Available from—Penguin Books USA Inc., 375 Hudson Street, New York, NY 10014 (\$10.95).

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Children's Literature, Fables, *Fairy Tales, Legends, Narration, *Parent Child Relationship, Parent Role, *Reading Aloud to Others, *Story Telling, Young Children

Identifiers—Folktales

Designed to help parents tell and retell their children's favorite fairy tales and stories, this collection condenses dozens of plots and lists characters, so

that the parent can make a tale as long or as short as a sleepy child needs, personalize the story, and convey the true wonder of the originals through the spoken voice. The 64 tales in the collection range across the ages and across genres, and even include some Shakespeare. The collection includes the classics, but it also includes some of the best African-American, Asian, Native American, and European fairy tales. Among the stories are: "Aladdin," "Androcles and the Lion," "Hansel and Gretel," "The Frog Prince," "The Three Little Pigs," "The Tempest," "The Gift of the Magi," "John Henry," "Rip Van Winkle," "Jack and the Beanstalk," and "The Princess and the Pea." Each story in the collection contains specific suggestions for telling the story, updating it, and adapting it to make it relevant to a particular child's life. (NKA)

ED 402 617 CS 215 631

Van Raalte, Susan D.

College Applications and Essays: A How-To Handbook, 2nd Edition.

Report No.—ISBN-0-671-86644-3

Pub Date—92

Note—146p.

Available from—Order Processing, Prentice Hall, P.O. Box 11071, Des Moines, IA 50336-1071 (\$10.95).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Audience Awareness, College Admission, College Applicants, *College Bound Students, *Essays, High Schools, Higher Education, Persuasive Discourse, *Writing (Composition), *Writing Exercises, *Writing Processes, *Writing Skills

Identifiers—*Application Forms

Based on the idea that to beat the competition and impress college admissions officers a student must write a first-rate college application, this guide provides easy-to-follow, step-by-step instructions for applications that get results. The guide contains worksheets, checklists, and examples that will help the student in the admissions process. Chapters in the book are, as follows: (1) Writing College Applications: What It's All About; (2) Getting Organized; (3) Understanding the Questions; (4) Taking a Personal Inventory; (5) Selecting Your Topic and a Persuasive Approach; (6) Crystallizing Your Ideas for Your Long and Short Essay Questions; (7) Structuring Your Essay for Busy Readers; (8) Beginnings and Endings Can Make a Difference; (9) How to Keep Your Reader Reading; (10) Overcoming Fear of the Blank Page; (11) From Rough Draft to Finished Product; and (12) Recycling Your Essays. Appendixes present an analysis of three "good" essays and a sample application, filled in by hand and including a sample essay. (NKA)

ED 402 618 CS 215 632

Nourse, Kenneth A.

How To Write Your College Application Essay.

Report No.—ISBN-0-8442-4169-5

Pub Date—94

Note—106p.

Available from—VGM Career Horizons, NTC Publishing Group, 4255 West Touhy Avenue, Lincolnwood, IL 60466-1975 (\$12.95).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*College Bound Students, *Essays, High Schools, Higher Education, Student Needs, Student Writing Models, *Writing (Composition), *Writing Improvement, *Writing Processes, *Writing Skills

Identifiers—*Application Forms

This guide takes the student step-by-step through the writing process in preparing an application essay for admission to college. It tells the student how to: (1) understand what the admissions committee looks for in essays; (2) choose a topic; (3) get "psyched" to write the essay; (4) bring originality to the page; (5) maintain focus; (6) "be yourself"; (7) avoid the pitfalls of poor writing; and (8) proofread carefully for a "clean" copy. The guide contains several examples of student essays to help in choosing topics and approaches; there are also professional observations by some people who have been reading application essays for many years. An

appendix contains brief "advisories." An afterword on communicating concludes the guide. (NKA)

ED 402 619 CS 215 633

Boone, Robert S.

What You Need To Know about Developing Your Test-Taking Skills: Writing Assessment. NTC Skill Builders.

Report No.—ISBN-0-8442-5895-4

Pub Date—96

Note—81p.

Available from—VGM Career Horizons, NTC Publishing Group, 4255 West Touhy Avenue, Lincolnwood, IL 60466-1975 (\$6.95).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—College Bound Students, Higher Education, Portfolios (Background Materials), Student Evaluation, Student Writing Models, *Test Wiseness, Timed Tests, *Writing (Composition), *Writing Assignments, *Writing Evaluation, *Writing Processes, Writing Skills, *Writing Strategies

Identifiers—*Writing Contexts

Intended to help students improve their writing and perform better on writing assessments, this concise guide discusses strategies for planning, writing, and revising a timed essay. The guide offers dozens of assignments and sample questions which provide many opportunities for students to practice and build confidence. It also informs about writing narratives, poems, editorials, reviews, and other types of compositions, and how to collect writing examples in a portfolio to show evidence of writing ability to teachers and college admissions officers. (NKA)

ED 402 620 CS 215 634

Bigler, Ellen

On Exclusion and Inclusion in Classroom

Texts and Talk, Report Series 7.5.

National Research Center on Literature Teaching and Learning, Albany, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—R117G10015

Note—48p.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Classroom Environment, Classroom Research, Cultural Differences, Discourse Analysis, *English Instruction, Ethnography, Intermediate Grades, Junior High Schools, Literature Appreciation, Middle Schools, Multicultural Education, School Community Relationship, *Teacher Student Relationship, Teaching Methods

Identifiers—*Discourse Communities, *Diversity (Student), Teaching Research

To analyze some of the processes through which student voices and lived experiences can be either excluded or included, a study focused on elements of the classroom environment already addressed in previous analyses, examining "texts and talk" in two middle school English classrooms. The study analyzed how the classroom environments that the teachers constructed—through literature choices, classroom pedagogy, interactions with students, and responses to linguistic and cultural diversity—work in ways that either affirm or exclude the voices and lives of nonmainstream students. The research site was Arnhem, a small upstate New York city, struggling with problems typical of urban communities in the deindustrializing Northeast. Younger Hispanic families moving into the area where older citizens of Polish and Italian descent already lived occasioned a prolonged debate over the role of the schools. A New York State Education Department team investigated charges of racism in the public schools. Administrators mounted an initiative to encourage English teachers to incorporate more multicultural literature selections in class. Transcripts from classroom interactions show general patterns of student-teacher interactions, assumptions about textual authority, and treatment of language difference. Findings suggest that taken-for-granted assumptions about language learning that have undergirded language arts teaching are being

called into question; whole language or process approaches to writing and reader-response approaches to literature offer promising alternatives to traditional teaching methods and can provide opportunities for students to bring their own perspectives to their reading and writing. (Contains 30 references.) (NKA)

ED 402 621 CS 215 635

Sweeney, Jacqueline

Incredible Quotations: 230 Thought-Provoking Quotes with Prompts To Spark Students' Writing, Thinking, and Discussion.

Report No.—ISBN-0-590-96378-3

Pub Date—97

Note—64p.

Available from—Scholastic, Inc., 2931 East Cary Street, Jefferson City, MO 65102 (\$9.95).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Class Activities, Group Discussion, *History Instruction, Intermediate Grades, Junior High Schools, *Language Arts, *Science Instruction, *Social Studies, Thinking Skills, Writing Assignments

Identifiers—African Americans, *Quotations, Writing Prompts

Noting that hearing and reading the words of real people can personalize for students the study of social studies, language arts, and science, this book presents 230 quotations and prompts to enrich curricula and themes in grades 4 through 8. After an introduction and advice on using quotations in the classroom, quotations and prompts in the book are divided into the following sections: I Am Somebody; Writers' Words; African-American Voices; History Lessons; Our Place on Planet Earth; Women Past and Present; Don't Make Me Laugh!; Who's in Charge?; Human Nature; Book Talk; Expressing Emotions; Speaking of Heroes; Lending a Helping Hand; The Mind of the Artist; Thinking Out Loud; If at First You Don't Succeed; and Wisdom around the World. (RS)

ED 402 622 CS 215 640

Jones, Marge

Bio-English.

Pub Date—Dec 96

Note—5p.

Journal Cit—Active Learner: A Foxfire Journal for Teachers; v1 n2 p16-17 Dec 1996

Pub Type—Journal Articles (080) — Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Biology, Course Descriptions, *English Instruction, *High Schools, *Interdisciplinary Approach, *Science Instruction, *Student Projects, Urban Education

Identifiers—New York City Board of Education

Bio-English, an elective course at Theodore Roosevelt High School, Bronx, New York, uses an interdisciplinary approach to improve students' mastery of expository as they gain insight into science. Working on biology-related projects, small groups of students determine their topic, research through library sources and the Internet, and create a demonstration of their work for display. Students were an integral part of the course design. Some students have asked to be assigned to another semester of Bio-English so that they can do more in-depth projects and reading. The high school faces all the obstacles of inner-city education, including neighborhood blight, crime, drugs, poverty and gang violence. The principal has created an atmosphere where reform works. The momentum is building, as teacher after teacher feels empowered to build new springboards, like Bio-English, for their kids. (RS)

ED 402 623 CS 215 641

Wehre, Elizabeth C.

Multicultural Poetry: Voices Unique, yet Universal.

Pub Date—[97]

Note—15p.

Pub Type—Guides - Classroom - Teacher (052) —

Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—American Indian Literature, Black Literature, Cultural Differences, Cultural Images, Elementary Education, Hispanic American Literature, *Multicultural Education, *Poetry, *Reading Material Selection, Teacher Role

Identifiers—African Americans, Asian Literature, Native Americans

As teachers gravitate more and more to the use of literature and strive to include a range of cultural experiences in their classrooms, the use of poetry from various cultural groups should be considered. Poetry is a very real means of having children see themselves and others as being both unique and yet the same. In considering poetry across cultures, African-American, Native American, Hispanic American, and Asian poetry can be selected and shared with children. To successfully share poetry across cultures, the classroom teacher must have access to a range of multicultural poetry and be knowledgeable of: (1) the role of the teacher in successful use of multicultural literature; (2) basic reasons for sharing poetry with children; (3) poetry preferences of children; and (4) themes and poetic forms unique to specific cultures and themes and poetic forms common to several cultures. Through multicultural poetry, children can see themselves and others in a new way. (Contains 28 references.) (RS)

ED 402 624 CS 215 644

Covering Campus Crime: A Handbook for Journalists.

Student Press Law Center, Washington, D.C.

Pub Date—96

Note—50p.

Available from—Student Press Law Center, 1101 Wilson Blvd., Suite 1910, Arlington, VA 22209 (\$2 per copy).

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Information, *Crime, *Higher Education, Information Seeking, Legal Responsibility, *News Reporting, *School Security, *State Legislation, Student Rights

Identifiers—Crime Awareness and Campus Security Act 1990, Journalists

This handbook provides journalists with the information—both legal and practical—to successfully confront the roadblocks that might arise when covering campus crime. After an introductory section on campus crime reporting, sections of the handbook discuss what journalists' legal right of access to campus police records, campus crime statistics, and campus court information and how to pursue that information. The handbook also discusses "turning up the heat" (public pressure, school liability for failure to warn, and going to court) and avoiding common legal pitfalls in campus crime reporting (libel and invasion of privacy). The handbook's center spread presents a "road map" for campus crime reporters. An appendix presents citation of state laws on open records, open meetings, and open public logs; a sample state open records law request letter; a list of 12 campus crime reporting resources; addresses of U.S. Department of Education Office of Postsecondary Education regional offices; and a letter from the U.S. Department of Education Office of Postsecondary Education which provides an overview of the regulatory provisions, and guidance to institutions on how to receive technical assistance in administering the campus security regulations, and the Department's enforcement policy regarding them. Contains 90 notes. (RS)

ED 402 625 CS 215 645

Dale, Helen

Co-Authoring in the Classroom: Creating an Environment for Effective Collaboration. Theory & Research into Practice (TRIP) Series.

National Council of Teachers of English, Urbana,

Ill.

Report No.—ISBN-0-13-368911-5

Pub Date—97

Note—115p.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 06951: \$9.95 members, \$12.95 nonmembers).

Pub Type—Guides - Classroom - Teacher (052) —

Opinion Papers (120)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Higher Education, Secondary Education, *Theory Practice Relationship, *Writing (Composition), Writing Exercises, *Writing Instruction, *Writing Processes, *Writing Strategies

Identifiers—Authorship, *Collaborative Writing

This book is in favor of the inclusion of co-authoring in writing instruction and provides theoretical and research background to support the value of this strategy, which involves more than just peer editing and small-group revision. According to the book, co-authoring builds naturally on the social emphasis of the writing process and collaborative learning, both current practice in English classrooms. The book offers insights into successful collaborative writing interactions and provides practical suggestions on establishing groups, familiarizing students with the co-authoring process, and handling dissent and difference positively. To help teachers put co-authoring strategies into practice in their classrooms, the book also contains reproducible handouts of sample assignments and evaluation forms. (NKA)

ED 402 626 CS 215 646

Johnson, Claudia

Stifled Laughter: One Woman's Story about Fighting Censorship.

Report No.—ISBN-1-55591-200-1

Pub Date—94

Note—191p.

Available from—Fulcrum Publishing, 350 Indiana Street, Golden, CO 80401-5093 (\$19.95).

Pub Type—Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Case Studies, *Censorship, *Classics (Literature), *Court Litigation, *Freedom of Speech, High Schools, Public Education, School Community Relationship, *Textbook Content

Identifiers—Controversy, Educational Issues, *First Amendment, *Florida (North), Pressure Groups, Religious Fundamentalism

Part memoir, part courtroom drama, part primer for fighting assaults on free speech, this book narrates a 5-year-long federal battle which began in 1986 to reinstate several literary classics to the reading list of a public high school in Lake City, Florida. The book recounts how the superintendent, the local school board, and several religious fundamentalist preachers agreed to ban Aristophanes' "Lysistrata" and Chaucer's "The Miller's Tale" from the high school's classrooms, despite the objections of English teachers and other citizens—the volume in question was part of a Heath humanities series, had passed the state evaluation procedure, and had been used since 1980. Relating how the issue was taken to several courts, from the United States District Court, to the Court of Appeals, the book quotes dialogue from school board meetings and courtroom testimony to show how several citizens, supported by the ACLU, refused to give in to the more repressive elements in their community. The book takes the position that what American children read at school remains a controversial issue and that free speech remains a precarious right. (NKA)

ED 402 627 CS 215 648

Dumond, Val

The Elements of Nonsexist Usage: A Guide to Inclusive Spoken and Written English.

Report No.—ISBN-0-13-368911-5

Pub Date—91

Note—97p.

Available from—Prentice-Hall Press, Order Processing, P.O. Box 11071, Des Moines, IA

50336-1071 (\$4.95).

Pub Type—Guides - General (050)

Document Not Available from EDRS.

Descriptors—*Communication Skills, *English, Higher Education, *Language Usage, Sex Stereotypes, *Sexism in Language, *Verbal Communication

Identifiers—*Gender Issues, Language Reform, Offensive Speech

This handbook is intended for students, teachers, journalists, executives, and court and government workers who want to eliminate sexism from their English. It offers sound advice on gender-inclusive or gender-neutral language. Among its topics of interest are: the reasons to avoid sexist language; sensible alternatives to offensive terminology; how to recognize and eliminate underlying discriminatory language; and 10 ways to circumvent sexist writing. Chapters in the handbook are arranged for quick and easy reference to help solve problems when they arise. A glossary of nonsexist "do's and don'ts" and alternative terms concludes the handbook. (NKA)

ED 402 628

CS 215 653

Burz, Helen L. Marshall, Kit

Performance-Based Curriculum for Language**Arts: From Knowing to Showing.**

Report No.—ISBN-0-8039-6509-5

Pub Date—97

Note—101p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218 (hardcover: ISBN-0-8039-6508-7, \$49.95; paperback: ISBN-0-8039-6059-5).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Development, *Elementary Secondary Education, Grade 12, Grade 3, Grade 5, Grade 8, *Language Arts, Performance Based Assessment, Teacher Role

Identifiers—International Reading Association, National Council of Teachers of English

This book is intended to be used as a guide to develop a performance-based curriculum based on language arts standards recommended by the National Council of Teachers of English and the International Reading Association. The book helps teachers take their students beyond knowledge and basic skills by teaching them to be accountable for showing what they are learning. It requires students to apply their knowledge in a learning performance that the teacher can both observe and measure—educators, parents, business and industry leaders, and community members throughout the nation want students to be able to demonstrate what they learn. According to the book, shifting the focus from "knowing" to "showing" means that instruction, assessment, evaluation, and reporting will be oriented around these learning performances. The book offers a framework for a logical, incremental transition to a performance-based orientation. It provides performance benchmarks to assess progress at Grades 3, 5, 8, and 12. The performance benchmarks discussed in the book will help the teacher: organize what is taught around a clear set of content/concept standards; organize how to teach by emphasizing what students need to do with what they know; focus instruction around the six major strands of language arts; center students on what they will need to demonstrate in a formal evaluation of their learning; and communicate to parents a clear and rigorous academic focus on performance-based education. Includes templates which can be customized for each student. (NKA)

ED 402 629

CS 215 659

Smith, Carl B.

Integrating the Language Arts. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-97-01

Pub Date—97

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Read-

ing, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type—Information Analyses (070) — ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Elementary Education, *Instructional Innovation, *Integrated Curriculum, *Language Arts, Student Empowerment, Teacher Role, *Teacher Student Relationship

Identifiers—ERIC Digests, Language across the Curriculum, *Learner Centered Instruction, Teaching Perspectives

Noting the discrepancy between what is advocated and what is practiced in language arts classroom, this Digest synthesizes the existing problems, reviews the research supporting language arts integration, and proposes a rationale for integrating the language arts. The Digest points out that these new initiatives in language arts focus on the learner and the processes that the learner uses to comprehend the written word or to write a composition and that this shifts the instructional focus from gaining language proficiency to using language as a tool for learning desirable content. Contains 12 references. (NKA)

ED 402 630

CS 509 322

Ryan, Pat

Epidictic Discourse as a Bridge to Argumentation: A Rhetorically Based Strategy for Teaching the Arts of Persuasion.

Pub Date—27 Mar 96

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Awareness, *Communication Skills, Higher Education, *Persuasive Discourse, *Rhetorical Theory, Student Empowerment, Undergraduate Students, *Writing Exercises, *Writing Instruction

Identifiers—Aristotle, *Epidictic Rhetoric, *Rhetorical Devices, University of Iowa

Epidictic rhetoric, expression of praise or blame, animates much communication, from gossip to sermons, from commercial ads to love letters. Even when writing for purposes other than to judge, writers often frame their talk with implicit or explicit expressions of praise for individuals or groups or ideas considered "good." Epidictic rhetoric is an especially rich area of study for those who teach college students persuasion and argumentation. Students at the University of Iowa, mostly first-year students, produce simple persuasive speeches or essays that, as *exordia*, use praise to persuade. The rhetorical projects require that a student choose a person he or she knows and admires and, in a hypothetical context, nominate that person for a public honor. In these exercises, epidictic rhetoric links highly personal expression with public persuasion. What is originally a kind of personal expression is transformed into a public nomination speech, a form of writing that gives due consideration to audience. Students instinctively use rhetorical devices without being aware of the Aristotelian label for them. Later, students learn how their own speeches reflect some of Aristotle's concepts; they study a communication triangle intended to reflect Aristotle's theories. Teachers can empower their students to use epidictic discourse first to judge the discourse of praise and blame and then to celebrate redeemable human qualities. (Contains 3 figures.) (TB)

ED 402 631

CS 509 389

Higgins, Mary Anne

The Communication of Innovations and the Case of Sustainable Agriculture.

Pub Date—Nov 96

Note—32p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26,

1996).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Agents, *Developing Nations, *Development Communication, *Diffusion (Communication), *Innovation, Productivity, *Research Methodology, Sustainable Development

Identifiers—Alternative Conceptions, Diffusion of Innovations Research, Research Suggestions, *Sustainable Agriculture

This paper begins by providing a thorough history and review of the diffusion of innovations research tradition. It then focuses on undesirable, indirect, and unanticipated consequences of innovations based on the dominant paradigm of development. In the case of high-input agriculture, the consequences have affected the quality of the environment and the food supply; they have also damaged the credibility of change agents and detracted from the ability of conventional farmers to adapt to sustainable farming practices. The paper suggests that the diffusion of innovations like sustainable agriculture be based on an alternative paradigm of development and a communication-centered model of research. Contains 40 references. (Author/NKA)

ED 402 632

CS 509 391

Suren, Asuncion, Ed. Shermis, Michael, Ed.

Youth Intervention.

Indiana Univ., Bloomington. Office of Research; Indiana Univ., Bloomington. Univ. Graduate School.

Spons Agency—Indiana Univ. Foundation, Bloomington.

Pub Date—Jan 97

Note—38p.

Available from—Research & Creative Activity, Office of Research and the University Graduate School, Indiana University, Bryan Hall 104, Bloomington, IN 47405-1201; World Wide Web: <http://www.indiana.edu/~tildetjugs/rcatoc.html>

Journal Cit—Research & Creative Activity; v19 n3 Jan 1997

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, Aggression, *At Risk Persons, Athletics, *Conflict Resolution, *Early Intervention, Health Needs, Higher Education, Program Descriptions, *Youth Problems, Youth Programs

Identifiers—*Indiana University, Parents Sharing Books IN, Rap Music

An overview of the diverse programs of research, scholarship, and creative activities conducted at Indiana University, the articles in this issue of "Research & Creative Activity" describe numerous interventions that can make a positive difference in the lives of at-risk youth. The articles are as follows: "Giving Back What You Get" (Susan Moke) describes an intervention program of empowering strategies for responding to incidents of aggression, insult, or ridicule; "Building Communication through Sharing Books" (Susan G. Tomlinson) discusses the Parents Sharing Books project; "Who Takes the Rap?" (Miriam Fitting) discusses rap music and youth intervention; "Singing the Self-Esteem Blues" (Julie Thompson) discusses multidisciplinary approaches to youth intervention; "SMARTalking" (Todd Avery) focuses on interactive multimedia computer program to foster conflict-resolution skills among adolescents; "Restoring Community to Restore Justice" (Michelle Branigan) describes a juvenile crime prevention program; "Break Away to Prevention" (Michelle Branigan) describes an alternative to traditional juvenile court probationary programs; "The FAST Track to College" (Lucianne Englert) discusses a program to provide at-risk youth with basic educational skills and positive attitudes about college; "A Legacy of Help for Young Athletes" (Mary Hrovat) features opportunities for at-risk youth to participate in sports and receive life-skills training; "Destination: Education IUK" (Todd Avery) describes an early intervention scholarship program at Indiana University Kokomo (IUK); "The Demonstration of Caring" (Lucianne Englert) discusses the

health needs of minority adolescents who are at risk; and "Avoiding Purple Leisure (Mary Hrovat) discusses the role of leisure activities play in the lives of potential offenders who are mentally retarded. (RS)

ED 402 633 CS 509 392

LeBlanc, H. Paul, III

Disconfirming Conversational Acts.

Pub Date—20 Apr 96

Note—18p.; Paper presented at the Annual Meeting of the Central States Communication Association (Minneapolis, MN, April 17-21, 1996).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—College Students, Communication Research, Higher Education, *Interpersonal Communication, *Interpersonal Relationship, *Research Methodology, Speech Acts

Identifiers—"Communication Behavior, Conversation, Conversational Analysis, Empirical Methods, Interruption, *Relational Communication

This paper describes a study which proposes a framework for discovering and exploring particular types of conversational acts which may be interpreted as disconfirming. The study offers examples from existing transcripts of conversations as well as hypothetical conversations which may demonstrate possible disconfirming acts. The empirical-phenomenological method used in the study requires an orientation to the phenomena, the things in themselves. Typically, experiences of individuals are accessed for study through structured interviews. This method is most useful for determining both the processes by which individuals come to make meaning of experience, as well as the characteristics of those experiences to which individuals attach meaning. For example, individuals may use both the content and the relational messages of interaction with their relational partners to make judgments about the nature of the relationship. Relational messages are embedded in the context for the interaction as well as the interactional behaviors of the partners. Therefore, interactional behaviors of relational partners help to define the relationship. Interactional behaviors such as interruption can have significant effects on relational definitions, and how an interactant interprets such behaviors can be observed through the subsequent interactional moves of the partners. Conversation analytic techniques cannot make inferences about what particular conversational acts mean to participants; phenomenological investigations, as well as previous research through other methods, suggest that particular communicative behaviors within the context of relationship are associated with the experience of confirmation/disconfirmation. (Contains 3 notes and 10 references.) (NKA)

ED 402 634 CS 509 393

Simon, James Merrill, Bruce D.

Selecting Their Sources: Patterns of News Media Use among Primary and Secondary School Students.

Pub Date—11 Aug 96

Note—44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Information Sources, *Mass Media Use, Media Research, Minority Groups, *News Media, Political Campaigns, *Student Attitudes, Student Surveys, Use Studies

Identifiers—Knowledge Gap Hypothesis, *News Sources

Children of all ages are more likely to use electronic sources of information such as television and radio rather than print sources such as newspapers and magazines, according to a variety of studies. A study examined whether this tendency continued if the children were forced by their primary and secondary school teachers to use multiple news sources—of their own choices—to follow an elec-

tion campaign. Respondents were 24,348 students participating in the Kids Voting USA civics education program operating in 20 states and the District of Columbia. Results indicated that even when seeking election campaign information in 1994, a non-presidential year when the emphasis was more on state and local races, students overwhelmingly preferred television and radio as sources of information. Newspaper usage trailed both electronic forms even when a child's family subscribed to a newspaper. Findings suggest how difficult it may be for the newspaper industry to attract the next generation of potential readers and subscribers. No evidence of a knowledge gap was found between White and non-White students in the choice and use of information sources. The large sample size also allowed for a detailed look of often neglected subgroups such as Native American children (n=1114) and Asian American children (n=768). (Contains 8 tables of data and 53 references.) (Author/NKA)

ED 402 635 CS 509 394

Crawford, C. B. Brungardt, Curt

Assessing Student Learning Outcomes in Teaching Organizational Communication.

Pub Date—Nov 95

Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Communication Skills, *Curriculum Evaluation, *Evaluation Methods, Evaluation Needs, Higher Education, *Organizational Communication, *Outcomes of Education, Portfolio Assessment, Self Directed Groups, Self Evaluation (Individuals), *Student Evaluation, *Teaching Methods

Identifiers—Authentic Assessment, Learning Environment

As administrators, students, and the political machinery make higher education more accountable, assessment has become a relevant and timely topic. Recent interest in assessment and evaluation have brought significant changes in the way that educators in the field of organizational communication judge their students' work. The lecture method is the most preferred approach to teaching the course, but several secondary methods include: alternative media, case studies, simulation games, role playing, videotapes, films, and transparencies. Self-directed teams and internships are also used. Various innovative methods of assessment have emerged—among these a combination of objective and subjective evaluations like formal and/or informal evaluation by the supervisor; self-evaluation; informal evaluation by the faculty; evaluation of a daily log kept by students; and evaluation of students' work or portfolio. While there is a distinction between student assessment and evaluation and curriculum assessment and evaluation, each has an impact on the other. To best evaluate the role the learning environment plays in the development of the organizational communication student, faculty should use four traditional methods: reaction, knowledge, behavior, and results. (Contains 2 tables of data, 1 figure, and 13 references.) (CR)

ED 402 636 CS 509 395

Fox, James Alan Levin, Jack

How To Work with the Media. Survival Skills for Scholars, Volume 2.

Report No.—ISBN-0-8039-5089-6

Pub Date—93

Note—103p.

Available from—Sage Publications, Inc., 2455 Teller Road, Newbury Park, CA 91320 (cloth: ISBN-0-8039-5088-8; paper: ISBN-0-8039-5089-6, \$11.95).

Pub Type—Guides - Non-Classroom (055) — Reference Materials - General (130)

Document Not Available from EDRS.

Descriptors—"College Faculty, *Faculty Development, Higher Education, *Mass Media,

*Mass Media Role, *Public Relations, Scholarship

Identifiers—Faculty Attitudes, Media Experience, Rule Learning

Predicted on the idea that many scholars will come into contact with the media during the course of their careers, this guide addresses the "rules of the game" for academics when dealing with the media. The guide demystifies the workings of the press and other media and offers concrete, practical advice on how to work effectively with the media. Topics discussed in the guide include: giving news interviews to print, television, and radio reporters; writing op/ed pieces; appearing on television talk shows; and working with and through university public relations offices. The guide concludes with a list of several "reasonable expectations" for academics dealing with the media. (NKA)

ED 402 637 CS 509 396

Baker, Betty Ruth

Drama and Young Children.

Pub Date—[96]

Note—15p.

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Creative Dramatics, Creative Expression, *Dramatic Play, Early Childhood Education, Puppetry, Songs, *Young Children

Identifiers—Childhood Experiences, Retelling

Drama can enhance creativity for young children. Opportunities to participate in dramatic play activities and creative dramatics should be included in the experiences for young children. Through creative dramatics and dramatic play, children develop cognitive, motor, social and emotional behaviors, and they develop aesthetic appreciation. Dramatic play is child initiated, but it can be encouraged by a well planned, creative environment. Creative dramatics involves a conscious effort to retell a story in dramatic form. Poems, rhymes, and fingerplays provide excellent resources for creative dramatics. Puppets are an excellent medium for creative dramatics or dramatic play. Selecting songs and making props to illustrate songs encourages creative dramatics. Props, scenery, and costumes can stimulate, motivate, and enrich creative dramatics. (Contains suggested materials, books, fingerplays, and songs.) (RS)

ED 402 638 CS 509 397

Parsigian, Elise K.

Proposal Savvy: Creating Successful Proposals for Media Projects.

Report No.—ISBN-0-7619-0027-6

Pub Date—96

Note—288p.

Available from—Sage Publications, 2455 Teller Road, Thousand Oaks, CA 91320 (hardcover: ISBN-0-7619-0026-8, \$45; paperback: ISBN-0-7619-0027-6, \$21.95).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Advertising, Audience Analysis, Creative Thinking, *Grantsmanship, Higher Education, Journalism, *Persuasive Discourse, Problem Solving, *Program Proposals, *Proposal Writing, Public Relations, Visual Aids, Writing Processes

Identifiers—Communication Context

Suggesting that the need for creative thinking, creative problem solving, and creative presentations binds the components of the field of communication (journalism, advertising, and public relations), this book presents a guide to proposal thinking and proposal writing for anyone in the field of communication. The book helps readers evaluate, verify, and analyze information to compose an evidenced-based proposition; target the intended audiences; eliminate counter arguments and resistance before the fact; and deliver an effectively researched and persuasively presented proposal. Chapters in the book are (1) Introduction: New Age Media Enterprise; (2) Media Proposals as Creative Problem Solving; (3) Media Proposal Classes and Types; (4) Pre-Proposal Activity I: Key Functions; (5) Pre-Proposal Activity II: Key Cognitive Func-

tions; (6) Writing the Media Proposal I: Key Components; (7) Writing the Media Proposal II: Content and Style; (8) The Creative Factor: Cues and Insights; (9) Getting to "Yes": The Art of Proposal Delivery; (10) The Use and Display of Visuals. (RS)

ED 402 639 CS 509 398

Strohkirch, C. Sue

Assessing Student Learning Outcomes in Teaching Interpersonal Communication.

Pub Date—Nov 95

Note—8p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).

Pub Type—Reports - Descriptive (141) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Conflict Resolution, Course Descriptions, *Evaluation Methods, Higher Education, Instructional Effectiveness, *Interpersonal Communication, Interpersonal Relationship, Nonverbal Communication, *Student Evaluation

Identifiers—Communication Behavior, *Fort Hays State University KS

Fort Hays State University offers a hybrid basic communication course. Competent speakers need to master public speaking skills (including suitable interpersonal skills), demonstrate nonverbal behaviors which support the verbal message, and be able to listen with literal and critical comprehension. However, increasing numbers of schools teach only performance-oriented public speaking skills. The course at Fort Hays State University teaches the communication process, listening, perception, how language affects meaning, nonverbal communication, self-disclosure, managing conflict, and developing and maintaining relationships. During the Spring 1995 semester, 314 students completed a pre-assessment test, and 266 students completed the post-assessment test. Results indicated a statistically significant increase in scores. Specific objectives of the course include: to define communication; understand how the communication process works; identify factors that affect perception; describe how language helps people understand, predict, and control the world around them; and define communication competence and discuss its role in conversations. In addition to paper and pencil tests, assessment measures are being developed for student portfolios, which should satisfy concerns of accountability and certify that students have attained mastery of specific interpersonal communication skills. (Contains 12 references.) (RS)

EA

ED 402 640 EA 027 697

Evans, Thomas J.

Transformational Leadership: Overview of a Human Resources Administrative Practice.

Pub Date—May 96

Note—34p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Human Resources, *Leadership, *Leadership Qualities, *Leadership Styles, Organizational Change, *Organizational Climate, Organizational Theories, Power Structure, *School Administration, Supervision

Identifiers—Transformational Leadership

Increasingly, educational leaders have adopted human-resources approaches in school administration. The approach has facilitated the development of transformational leadership. This paper explores in detail the nature of leadership associated with a human-resources approach toward educational administration. The paper describes the theoretical basis of the human-resources approach, defines transformational leadership, examines valuable leader characteristics and effective leadership strategies, and describes the relationship of various theoretical

subconstructs to transformational leadership. The subconstructs include vision, motivation, power, decision making, supervision, followership, organizational culture, organizational conflict, organizational change, and organizational learning. Evidence suggests that in effective schools, bureaucratic, mechanistic institutional structures are generally giving way to humanistic, participative modes of organizational behavior that result, in part, from the practice of transformational leadership. One figure is included. (Contains 25 references.) (LMI)

ED 402 641 EA 027 767

Good School Maintenance: A Manual of Programs and Procedures for Buildings, Grounds and Equipment. Third Edition.

Illinois Association of School Boards, Springfield.

Report No.—ISBN-1-880331-08-X

Pub Date—Apr 96

Note—279p.; For previous edition, see ED 259 471.

Available from—Illinois Association of School Boards, 430 East Vine Street, Springfield, IL 62703-2236; fax orders: 217-528-2831 (\$40).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Air Conditioning, *Building Operation, *Cleaning, Climate Control, Custodian Training, Educational Facilities Design, Elementary Secondary Education, Energy Management, Environmental Standards, *Equipment Maintenance, Program Administration, *School Maintenance

Identifiers—*Illinois

This manual, published by the Illinois Association of School Boards, was designed to be used as a teaching tool and reference source for overseeing effective school maintenance. Section 1 describes the basics of good school maintenance, including managing the program, using computers, controlling energy costs, ensuring safe practices, designing buildings for efficient maintenance, and being informed about environmental issues. Section 2 details guidelines for operating cleaning and general building services, such as custodial operations, area cleaning programs, and equipment and supplies. A custodian's glossary is included. The third section provides guidelines for building maintenance, specifically, caring for the exterior and roof. Procedures for maintaining school grounds are detailed in the fourth section. The fifth section describes the maintenance of mechanical equipment, including heating and air conditioning systems, sanitary systems and fixtures, sewage treatment plants, and electrical systems. A management tools appendix contains a list of environmental resources; sections on cleaning and general building services, grounds maintenance, and mechanical equipment; and annual inspection checklists. (LMI)

ED 402 642 EA 027 811

Williamson, John Churchill, Rick

When Innovation Results in 'Deskilling': An Unintended Consequence of Reform.

Pub Date—Apr 96

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Design, *Educational Change, Elementary Secondary Education, Foreign Countries, Teacher Attitudes, Teacher Response, *Teacher Role, *Teaching (Occupation), *Teaching Conditions, *Work Environment

Identifiers—Australia (South Australia), *Australia (Tasmania), *Deskilling

Education and teaching have changed in significant ways over the last decade. Since the late 1980s the Commonwealth of Australia has encouraged the development of "multi-skilled workers"; however, Alvin Toffler (1990) points out that changes in technology would create a deskilled work force with

overly specialized, noninterchangeable skills. This paper presents findings of two studies that examined the effects of recent changes in Australian education on teachers' work lives. The first study was conducted in 87 primary and secondary schools in the state education systems of Tasmania and South Australia. A total of 100 teachers participated in a combination of interviews and a survey: 27 took part in interviews and the survey, 11 were interviewed, and 62 completed only the survey. Teachers reported that the educational reforms had resulted in increased paperwork; they had difficulty in dealing with externally imposed change and many simultaneous demands from varied sources; and they experienced time constraints. The second study involved case studies of 14 government schools/colleges identified as being innovative in the areas of pedagogy, curriculum, and/or staff development. Teachers were reflective about the process; willing to take risks; saw themselves as facilitators of active learning; and used student-centered, "hands-on" approaches. The schools focused on the key curriculum areas of mathematics, science, and technology. Three tables are included. (Contains 19 references.) (LMI)

ED 402 643 EA 028 072

Lashway, Larry

Visionary Leadership. ERIC Digest, Number 110.

ERIC Clearinghouse on Educational Management, Eugene, Ore.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-97-2

Pub Date—Jan 97

Contract—RR93002006

Note—3p.

Available from—Editor, ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 (free; \$2.50 postage and handling).

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Effectiveness, Administrator Role, Educational Environment, *Educational Objectives, Elementary Secondary Education, *Institutional Mission, *Leadership, Organizational Climate, Organizational Communication, *Organizational Development, *Principals

Identifiers—ERIC Digests

"Vision" is one of the most frequently used buzzwords in the education literature of the 1990s. This digest presents an overview of visionary leadership, which many education experts consider to be a make-or-break task for the school leader. It discusses various definitions of vision, the significance of vision for organizations, the ways in which visions develop, the top-down and bottom-up nature of vision, and the ways in which leaders facilitate vision. An organizational vision creates a more unified school culture and serves as a way to reconnect schools to an increasingly alienated public. Although involving teachers in the formulation of a school's vision is important, the principal clearly plays an important role in initiating and promoting it. Above all, principals must create a climate and a culture for change. (Contains 11 references.) (LMI)

ED 402 644 EA 028 076

Ross, Tweed W.

Preparing Administrators for Connected Schools.

Pub Date—Aug 96

Note—16p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (50th, Corpus Christi, TX, August 6-10, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Responsibility, Computer Literacy, Computer Networks, Computer Selection, *Computer Software, Computer Uses in Education, *Curriculum Development, *Educational Technology, Ele-

mentary Secondary Education, *Information Technology, Internet, Staff Development

New technology, in the form of electronic connectivity, has opened up vast new arenas for educational development. Many administrators, however, have not been prepared for the sudden change brought about by such technology. The problem for school administrators is how to lead effectively without being overcome by the new information technologies. This paper provides guidelines for administrators and administrator educators for organizing activities that will allow the effective integration of digital communication technology into school settings. It discusses the five important program elements of hardware, software, curriculum, staff development, and control over access. (Contains 19 references.) (LMI)

ED 402 645

EA 028 077

Knox, Rodney F.

Changing the Schools' Climate To Reduce Student Violence.

Pub Date—12 Aug 96

Note—13p.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Discipline Policy, *Educational Environment, Elementary Secondary Education, Organizational Climate, *School Safety, *School Security, Student Behavior, *Violence Learning cannot take place in an atmosphere of fear or intimidation. The goal of today's schools must be to develop strategies and provide resources that will reduce acts of student violence in both number and intensity. This paper identifies the characteristics of well-disciplined schools: clearly identified relevant curriculum goals, an emphasis on positive behavior, cooperation with all members of the school community to find solutions, staff involvement, sensitivity to issues of race and socioeconomic factors, and central-office support of intervention programs. Well-disciplined schools also develop partnerships, conduct needs assessments, prevent unwarranted access to school property, and develop norms that value student responsibility and citizenship. The paper also offers brief examples of intervention strategies used at a middle school. (Contains seven references.) (LMI)

ED 402 646

EA 028 080

Office for Civil Rights: Ensuring Equal Access to Quality Education.

Office for Civil Rights (ED), Washington, DC.

Pub Date—96

Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Age Discrimination, *Civil Rights, *Civil Rights Legislation, *Compliance (Legal), Disabilities, Elementary Secondary Education, *Equal Education, *Federal Legislation, Higher Education, Public Agencies, Racial Discrimination, Sex Discrimination, Social Discrimination

Identifiers—*Office for Civil Rights

The Office for Civil Rights (OCR), in the U.S. Department of Education, is a law enforcement agency. It is charged with enforcing the federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability, and age in programs and activities that receive federal financial assistance. These laws are as follows: (1) Title VI of the Civil Rights Act of 1964 (prohibiting race, color, and national origin discrimination); (2) Title IX of the Education Amendments of 1972 (prohibiting sex discrimination); (3) Section 504 of the Rehabilitation Act of 1973 (prohibiting disability discrimination); (4) Age Discrimination Act of 1975 (prohibiting age discrimination); and (5) Title II of the Americans with Disabilities Act of 1990 (prohibiting disability discrimination by public entities, whether or not they receive federal assistance). This brochure briefly describes the application of the laws to educational institutions, students, and employees; the conditions under which the OCR receives discrimination complaints by the public; how the OCR resolves complaints and carries out compliance reviews; the availability of OCR technical assistance; the impact of the civil-

rights laws; and the civil rights challenges ahead. (LMI)

ED 402 647

EA 028 081

How To File a Discrimination Complaint with the Office for Civil Rights.

Office for Civil Rights (ED), Washington, DC.

Pub Date—95

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Age Discrimination, *Civil Rights, *Civil Rights Legislation, *Compliance (Legal), Disabilities, Elementary Secondary Education, *Equal Education, Federal Legislation, *Grievance Procedures, Higher Education, Public Agencies, Racial Discrimination, Sex Discrimination, Social Discrimination

Identifiers—Office for Civil Rights

The Office for Civil Rights (OCR), in the U.S. Department of Education, is a law enforcement agency. It is charged with enforcing the federal civil rights laws that prohibit discrimination on the basis of race, color, national origin, sex, disability, and age in programs and activities that receive federal financial assistance. These laws are as follows: (1) Title VI of the Civil Rights Act of 1964; (2) Title IX of the Education Amendments of 1972; (3) Section 504 of the Rehabilitation Act of 1973; (4) Age Discrimination Act of 1975; and (5) Title II of the Americans with Disabilities Act of 1990. This brochure provides information on how to file a discrimination complaint with the OCR. It specifies who can file, rules for timeliness of the filing, institutional grievance procedures, and what information to include in the complaint. The brochure also contains contact information for the regional OCR offices in order to request further assistance and copies of the Discrimination Complaint Form. (LMI)

ED 402 648

EA 028 082

Education and Title VI. Title VI of the Civil Rights Act of 1964.

Office for Civil Rights (ED), Washington, DC.

Pub Date—[91]

Note—23p.; Title truncated.

Language—English, Spanish

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Age Discrimination, *Civil Rights, *Civil Rights Legislation, *Compliance (Legal), Disabilities, Elementary Secondary Education, *Equal Education, Federal Legislation, *Grievance Procedures, Higher Education, Public Agencies, Racial Discrimination, Sex Discrimination, Social Discrimination

Identifiers—*Civil Rights Act 1964 Title VI

The Office for Civil Rights (OCR), in the U.S. Department of Education, is a law enforcement agency charged with enforcing the federal civil rights laws, one of which is Title VI of the Civil Rights Act of 1964. Title VI protects people from discrimination based on race, color, or national origin in programs or activities that receive federal financial assistance. This brochure provides information about the education programs and activities covered by Title VI, the responsibility of the OCR to enforce Title VI, the procedure for filing a discrimination complaint with the OCR, and where to request additional information or file a complaint. The brochure also contains contact information about the regional OCR offices. (LMI)

ED 402 649

EA 028 094

Talbot, Danny Crow, Gary M.

Does Restructuring Make a Difference for the Principal? Role Conceptions of Principals in Restructuring Schools.

Pub Date—Nov 96

Note—30p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Administrator Effectiveness, Communication (Thought Transfer), Elementary

Secondary Education, *Interpersonal Communication, Interprofessional Relationship, *Organizational Communication, *Personnel Directors, Personnel Management, *Principals

Researchers who have focused on issues of interpersonal communication in organizations have concluded that it is an essential component of organizational life. This paper presents findings of a study that examined the role conceptions of principals in the Centennial Schools Program (CSP) and those of principals in non-CSP schools. Communicator Style Measure (CSM) was sent to 136 Alabama members of the Society for Human Resource Management. A total of 109 managers responded, an 80 percent rate of return. Seventy-two percent of the respondents reported a positive communicator image. However, nearly 30 percent were uncertain or held a negative opinion about their personal communicator style. CSP principals report practices emphasizing shared decision making and partnerships; however, there is little differences between CSP and non-CSP principals regarding some significant reform elements, e.g., involving parents in core technology activities. Future research is necessary to determine the impact of human resource managers with low communicator images on the success of organizations. The findings have implications for all leaders, including principals, who are the instructional supervisors and human resource managers for their schools. A principal's communicator image may affect his or her ability to attract the best teachers for the school (Contains 18 references.) (LMI)

ED 402 650

EA 028 096

Conley, David T. Stone, Patricia

Evaluation of the Oregon Business Council-David Douglas Model School District Partnership Program.

Spons Agency—Oregon Business Council, Portland.

Pub Date—Jul 96

Note—109p.

Pub Type—Reports - Evaluative (142)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—*Academic Standards, *Business Responsibility, Educational Change, *Educational Objectives, Evaluation Criteria, High Schools, Models, *Partnerships in Education, Program Evaluation, Public Schools, *School Business Relationship, State Legislation, Student Evaluation

Identifiers—*Oregon, *Oregon Business Council

The Oregon Business Council (OBC)-David Douglas Model District Project was undertaken for two reasons: (1) to create a model for a district's accelerated implementation of all the elements of school reform as mandated in Oregon House Bill 3565; and (2) to learn lessons about school reform that would inform OBC member companies and school districts throughout Oregon. This report contains results of an evaluation of the project's achievements and effects. Under the terms of the proposal for the OBC-David Douglas Partnership, the business community provided technical and political support (not financial) to the district, which developed a comprehensive plan for school reform as mandated by state legislation. Data, collected primarily during January through February 1996, were gathered through focus-group interviews, interviews with individuals, surveys, and document analysis. Section 1 describes the effects of the partnership on students, teachers, administrators, and parents. Section 2 reviews the range of activities undertaken by the school district. The third and fourth sections examine process issues and structural changes, respectively. Possible benchmarks for evaluating the continued progress of the model are highlighted in section 5. General findings are presented in the sixth section. Section 7 reviews findings of the focus-group interviews. Team members found that partnership work is not limited to an advisory role; that the work requires new governance mechanisms and guidelines; and that it requires new definitions of curriculum and instruction. Next steps for the partnership are outlined in section 8. The final section lists "ingredients" necessary for the successful development of Certificate of Advanced Mastery (CAM) programs.

Eleven figures and one table are included. Appendices contain the critical elements of the Certificate of Mastery program, the CAM design-team reports, the original terms of the partnership, a summary of the David Douglas school district's goals and objectives, and a review of the district's accomplishments (1994-95) and expectations (1995-96). (LMI)

ED 402 651

EA 028 106

Krusse, Sharon D.

Collaboration Efforts among Teachers: Implications for School Administrators.

Pub Date—Oct 96

Note—33p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Collegiality, *Cooperation, *Cooperative Planning, Intermediate Grades, Interprofessional Relationship, Junior High Schools, Middle Schools, *Organizational Change, Participative Decision Making, School Administration, *Teacher Collaboration, Teacher Role, Teaching (Occupation), Teaching Conditions, Team Training, *Teamwork

Teachers are often placed in teams and expected to work together without support or instruction. This paper presents findings of a study that identified and described the extent to which individual teachers collaborate and the conditions under which collaboration occurs. The study, which focused on three middle schools with a strong commitment to teacher teaming, was part of a larger research study sponsored by the Center for Organization and Restructuring of Schools. Data were gathered from interviews with teachers, administrators, and other key actors; observation of classrooms and meetings; and review of school documents. Teachers who reported success identified three areas in which they felt most supported in their collaborative work—in discussion about students, instruction, and curriculum. Individual knowledge, individual past practice, and the conditions of schooling influenced collaboration. The presence of structural and social conditions are not enough to ensure the creation of professional community. Creating an ongoing communal activity requires a commitment among members based on need; an embracing of a variety of complementary interests; and on the belief that individual success as being necessarily linked to communal success. (Contains 31 references.) (LMI)

ED 402 652

EA 028 107

Fulton, Mary

The ABCs of Investing in Student Performance.

Education Commission of the States, Denver, Colo.

Pub Date—Nov 96

Note—59p.

Available from—ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (Stock No. SI-96-9; \$15 plus \$4.25 postage and handling; quantity discounts).

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Educational Assessment, Educational Policy, Effective Schools Research, Elementary Secondary Education, *Performance, Public Education, *School Effectiveness, *School Restructuring

For the past 12 or so years, policymakers, educators, and community members have been working to improve student achievement by reforming the public education system. However, progress has been slower than desired, and questions persist about which reforms return the most benefit for the money, time, and effort invested. This report summarizes findings of a review, conducted by the Education Commission of the States (ECS), of available research on education reforms. The report found evidence to support the effectiveness of certain initiatives; however, the findings about the outcomes

of other initiatives were inconclusive or inconsistent, particularly for the new efforts. The reforms are divided into three categories. Category "A" initiatives have a long, reliable track record of providing return on one's investment; category "B" efforts have a shorter history with an uneven return; and category "C" initiatives are promising and/or popular newcomers whose success is unknown. Category A initiatives focus on providing a challenging coursework and curriculum, such as higher level mathematics, reading in the early grades, early childhood education, smaller schools, and tutoring. Category B initiatives include smaller classes, teacher professional development, teacher certification and licensing, interagency collaboration, children- and family-focused programs, full-day versus half-day kindergarten, school restructuring, and content and performance standards. Initiatives under Category C include performance-based pay for teachers, public school choice, school-based management, school-to-work programs, and the use of technology to improve teaching and learning. The report also offers recommendations to policymakers for choosing and evaluating reforms that improve student performance. (Contains 35 endnotes and 113 references.) (LMI)

ED 402 653

EA 028 108

The Progress of Education Reform: 1996.

Education Commission of the States, Denver, Colo.

Pub Date—Nov 96

Note—39p.; For the 1995 report, "Bridging the Gap: School Reform and Student Achievement," see ED 393 183.

Available from—ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (Stock No. SI-96-7; \$12.50 plus \$4.25 postage and handling; quantity discounts).

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Educational Assessment, Educational Improvement, *Educational Policy, Effective Schools Research, Elementary Secondary Education, Outcomes of Education, *Performance, School Effectiveness, *School Restructuring, Standards, *State Programs

In 1995, the Education Commission of the States released the first in a series of annual reports examining the progress of education reform. The report concluded that despite many encouraging signs of progress, American schools and students were losing ground. This 1996 report, the second in the series, summarizes data on student performance, student backgrounds, and public attitudes about education; trends in state education policy; and major research findings on the effectiveness of reform. The information underscores the need for more comprehensive state efforts to evaluate reform policies. The report begins with an overview of a broad range of student performance indicators. The data show steady, though uneven, improvement in student performance. However, the progress is dwarfed by changes in the knowledge and skill requirements of work and citizenship in the 21st century. The second section reviews national trends in education policy, with an emphasis on standards-driven reform strategies and flexibility strategies. It reviews trends in school finance, technology, school safety and discipline, and school-improvement networks. In the absence of comprehensive evaluations, state policymakers lack empirical evidence about the effects of such reforms on student achievement. State education policy is therefore vulnerable to constantly changing trends, which contributes to public skepticism about reform. The third section reviews research findings on various reforms and concludes that the most effective strategies strengthen the teaching and learning process. These include reform networks and standards-based reform. Flexibility strategies (charter schools, deregulation, choice, site-based management, and waivers) generally work best when combined with other strategies that more directly affect teaching and learning. Recommendations for state policymakers are included. The appendix provides brief descriptions of the major reform networks and

relevant information data. (Contains 55 notes.) (LMI)

ED 402 654

EA 028 109

State Issues Report, 1995-96.

Education Commission of the States, Denver, Colo.

Pub Date—Sep 96

Note—133p.

Available from—ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (Stock No. SI-96-5; \$20 plus \$4.25 postage and handling; quantity discounts).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Educational Change, *Educational Improvement, *Educational Policy, Elementary Secondary Education, Primary Education, Private Schools, Public Schools, School Restructuring, *State Legislation, State Programs

This publication contains raw data, presented in table form, on the status of state education legislation across the United States. The legislation pertains predominantly to education at the prekindergarten through grade 12 level. Data were collected from legislators, legislative staff, state newsletters, "StateNet," school board/teacher associations, and various media. Although some legislative initiatives were not enacted, they are included in the report because of their significance. Charts indicate the author of the legislation, how the legislation was initiated, and its outcome. The publication provides information for 78 types of programs, some of which include: accountability/accréditation, at-risk youth, curriculum, choice, discipline, education excellence, equity, finance, governance, immigrants, incentives, management, nonpublic schools, official English, privatization, restructured schools, religion, safety, school improvement, school-based management, standards, social issues, student aid, substance abuse, teacher certification and evaluation, technology, tuition, vocational education, vouchers, and work force preparation. (LMI)

ED 402 655

EA 028 110

Lessons Learned: How Collaboration Contributes to School Improvement. State Leadership for Learning.

Education Commission of the States, Denver, Colo.

Pub Date—Oct 96

Note—29p.

Available from—ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (Stock No. SI-96-6; \$8 plus \$3 postage and handling; quantity discounts).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College School Cooperation, *Educational Cooperation, Elementary Secondary Education, Outcomes of Education, *Partnerships in Education, *Professional Development, School Restructuring

Identifiers—*Coalition of Essential Schools

Paradoxically, educators can be quite successful at building the necessary community coalitions around their restructuring efforts and yet experience isolation from their peers who are also engaged in restructuring work. This publication describes outcomes of a program that linked schools working to implement the Nine Common Principles of the Coalition of Essential Schools (CES). CES is a high school-university partnership that works to redesign the American high schools for better learning and achievement. The SBC Foundation (SBCF), which is administered by the Education Commission of the States (ECS), provided grants to nine self-selected networks or clusters of schools in Arkansas, Missouri, and Texas. This report summarizes major findings and results of cluster activities that took place during 1994-95. The clusters facilitated a sense of ownership among faculty and staff; community and student involvement; respect and trust among peers; an opportunity to assess progress; and resource sharing. Factors that impeded collaboration included scheduling conflicts, leadership change, political opposition, and geographic distance. Elements of effective

interschool cooperation include a clear understanding of vision and goals, inclusiveness/ownership, diverse membership, administrative mechanisms that support the network, adequate funding and resources, university alignment, documentation of accomplishments, and commitment. A summary of each cluster school's accomplishments is included. Contact information is provided for Re:Learning, school clusters, and the Coalition of Essential Schools. The appendix includes the nine common principles of the CES. (LMI)

ED 402 656

EA 028 112

Wong, Kenneth K. And Others

Prospects: Special Analyses. Final Report.

Spons Agency—Department of Education, Washington, DC. Office of the Under Secretary.

Pub Date—3 Jun 96

Contract—EA94084101

Note—187p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price — MF01/PC08 Plus Postage.

Descriptors—Academic Achievement, Categorical Aid, *Educationally Disadvantaged, Elementary Secondary Education, *High Risk Students, *Instructional Effectiveness, Longitudinal Studies, *Mathematics Achievement, Multivariate Analysis, Prediction, *Reading Achievement, School Effectiveness, Student Characteristics

Identifiers—*Education Consolidation Improvement Act Chapter 1, *Hierarchical Linear Modeling

This report examines variations in school and classroom attributes that were associated with improved student achievement outcomes. Of particular interest were those attributes of Chapter 1 and regular school programs that contributed to improved outcomes for educationally at-risk students. A secondary focus was to measure the relationships between academic achievement and various student background attributes, particularly, Chapter 1 participation in math and reading services. The study analyzed data from "Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity," a 6-year longitudinal evaluation of the impact of the Chapter 1 program. The Comprehensive Test of Basic Skills reading and math vertical scale scores were used to fit each student's academic growth trajectory over three testing points—spring 1991 through spring 1993. Hierarchical Linear Models (HLMs) were used to model individual student growth trajectories for 1991-93, school-specific effects on the growth trajectories, and the consequences of variations in school attributes for the school effects. Overall, the results supported some features of the effective-schools model and the idealized school-level attributes advocated by proponents of systemic reform. However, the data did not support the assertion that a focus on student-centered, advanced-skills instruction would improve Chapter 1 students' learning. Second, schoolwide alignment and coordination of Chapter 1 and the regular program was related to increased educational growth. Third, greater school-level decision-making autonomy alone did not influence longitudinal achievement. However, in some cases, schools that integrated collaborative principal-teacher leadership with a clear mission shared by all staff were more likely to contain students with improved learning rates. Policy for high-poverty schools should therefore incorporate: (1) strong collaborative leadership provided by both principals and teachers; (2) a longer academic year; (3) instruction for at-risk students that focuses on the basics through a teacher-directed approach; and (4) collaboration between Chapter 1 and regular staff. Forty-nine tables and appendices containing statistical data are included. (LMI)

ED 402 657

EA 028 113

Puma, Michael

Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity. Findings from the 1992 Catholic School Supplement.

Abt Associates, Inc., Cambridge, Mass.

Spons Agency—Department of Education, Wash-

ington, DC. Planning and Evaluation Service.

Pub Date—[96]

Note—107p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, *Categorical Aid, *Catholic Schools, *Delivery Systems, Economically Disadvantaged, Educational Quality, Educationally Disadvantaged, Elementary Secondary Education, Family Characteristics, Federal Aid, Financial Support, Public Schools, *School Demography, Special Needs Students, Student Financial Aid, Teacher Qualifications

Identifiers—*Education Consolidation Improvement Act Chapter 1

This report explores the services delivered, student performance, and characteristics of student and family supports for learning in a sample of 35 Catholic schools. The characteristics of Chapter 1 services in the sample are then compared to Chapter 1 services provided in public schools. The data are drawn from the 1992 Catholic School Supplement of "Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity," a 6-year longitudinal evaluation of the impact of the Chapter 1 program. The supplementary sample of 35 Catholic schools were studied using the same methods and data-collection instruments as the "Prospects" evaluation. Unlike the "Prospects" public school sample, which was a nationally representative sample of all U.S. public schools, the Catholic school sample was not randomly drawn. Forty percent of the sample was drawn from high-poverty schools, half of the sample was from schools in the Northeast, and about 90 percent of the students lived in urban areas. Five key findings are reported. First, students in the Catholic school sample who received Chapter 1 assistance were, like Chapter 1 students in public schools, both economically and educationally disadvantaged. However, the educational challenges appeared somewhat less severe for Catholic school students. Second, Chapter 1 was well-targeted on educationally disadvantaged students in both sampled Catholic and public schools. Third, Chapter 1 services in both Catholic and public schools were delivered by pulling children out of their regular classrooms for supplementary services. Fourth, the quality of services appeared to be relatively the same in both sampled Catholic school and public school settings for Chapter 1 students. Finally, the likelihood of a child receiving the benefits of Chapter 1 services was substantially greater in public schools than in Catholic schools. (Contains 65 exhibits and 16 references.) (LMI)

ED 402 658

EA 028 116

Desmond, Cheryl Taylor

Shaping the Culture of Schooling: The Rise of Outcome-Based Education. SUNY Series, Education and Culture: Critical Factors in the Formation of Character and Community in American Life.

Report No.—ISBN-0-7914-2956-3

Pub Date—96

Note—181p.

Available from—State University of New York Press, State University Plaza, Albany, NY 12246 (paperback: ISBN-0-7914-2956-3; hardcover: ISBN-0-7914-2955-5).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Cultural Context, Economic Development, Educational Change, Educational History, Elementary Secondary Education, Governance, *Outcome Based Education, Power Structure, *School Business Relationship, *School Community Relationship, Social History, *Sociocultural Patterns, Student Evaluation

Identifiers—*Johnson City Central School District NY

In Johnson City, New York, the schools have sustained positive, meaningful educational change since 1964. The Johnson City schools have also given birth to the national movement of Outcome-Based Education (OBE). This book provides a cultural history of the relationship between community

and school in school reform. The book describes the transformation of the town from an industrial community to a technologically based economy, from a school for future factory workers to an outcome-based education for all students. Data were drawn from historical document analysis, interviews, and observation. Following the foreword, preface, and introduction, chapter 1 examines the question of who benefits in and from schooling. Chapter 2 examines the cultural ground of Johnson City as one of the overlapping layers of the social-institutional context of the Johnson City schools. It describes how the cultural ground is developed in the economic history and industrial ethos of the Endicott Johnson Corporation. The third chapter establishes the social-contextual factors of demographics and size as they influenced the Johnson City schools and educational change in general. It also explores the ethos of International Business Machines (IBM) and its impact upon the schools. The centralization of the city's schools and the development of a new vision for the schools is examined in the fourth chapter. Chapter 5 probes the questions of who rules within a school district and with what justification as the struggle for power reshapes the praxis of the school leadership. Chapters 6 and 7 follow the development of the power/knowledge relationship in mastery learning and the shift in Johnson City schools from a paradigm of scarcity to one of synergy. The eighth chapter examines the inner layers of the social institutional context as school and community interrelate to shape a conception of power as a shared relationship, and examines how this discourse of power was facilitated in the leadership of the Johnson City schools. The process of staff development and its role in the development of a synergistic educational paradigm are described in the ninth chapter. Chapter 10 places the cultural analysis of the educational reform in Johnson City within the national context of OBE. It argues that the prospect for synergistic reform of schools relies on understanding of three significant aspects of schooling: the daily work of human action and language, ethical relationship, and the deep culture of the school community. Four figures, chapter end notes, and an index are included. (Contains 274 references.) (LMI)

ED 402 659

EA 028 120

Connelly, Michael Moss, Gregory

The Deliberative Opinion Caucus: Improving Quality in School Decision Making.

Pub Date—Mar 96

Note—18p.; Paper presented at the National Conference on Creating the Quality School (5th, Oklahoma City, OK, March 28-30, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Citizen Participation, *Community Support, Democracy, Elementary Secondary Education, Juries, *Local Issues, Policy Analysis, Policy Formation, *Public Opinion, *Public Support, School Community Relationship, *School Districts

Identifiers—Opinion Polls, *Weatherford Public School District OK

School districts often find themselves in a double bind when dealing with the public: they seek public input, but also are vulnerable to manipulation by organized interest groups that are not representative of the entire community. The dilemma is how to procure the overall community's public judgment of a topic and allow widespread participation. This paper presents findings of a study that tested the practicality and applicability of a deliberative opinion process for school districts. Officials of the Weatherford, Oklahoma, Public School District designed a variation of Fishkin's (1994) deliberative opinion poll, called the Deliberative Opinion Caucus (DOC). The officials used their variant of the DOC in March 1994 to evaluate the feasibility of a year-round school calendar. A total of 31 out of 400 registered voters in the district accepted the invitation to participate in the session. Participants listened to presentations highlighting the pros and cons of year-round education, engaged in both group discussions and a general open discussion, and completed an opinion poll. Respondents were

somewhat favorable to alternative scheduling and preferred the "45 days in session, 15 out" format. They also indicated their overall support of the schools system. More importantly, respondents strongly approved of the DOC mechanism. They described its strengths as an informative process and an opportunity to hear opinions and interact. Weaknesses included poor attendance, one-sided material, and no student participation. Despite the low turnout, the designers of the process learned from the practical difficulties. Recommendations for improving the DOC included more indepth surveys, varied coverage of issues, and followup of nonparticipants. (Contains 30 references.) (LMI)

ED 402 660 EA 028 121

Hirth, Marilyn A.

An Analysis of Fiscal Equity and Its Relationship to Systemic Reform, Goals 2000, and School Finance Reform in the Southern States.

Pub Date—Aug 96

Note—47p. Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Corpus Christi, TX, August 6-10, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Court Litigation, *Educational Equity (Finance), Elementary Secondary Education, *Equal Education, *Equalization Aid, Expenditure per Student, Expenditures, *Finance Reform, Financial Support, *Fiscal Neutrality, Income, *School Restructuring, Statistical Analysis

Identifiers—*United States (South)

Although the federal Goals 2000 program provides supplemental funding for systemic education reform, states' fiscal abilities to finance systemic reform are stressed. This paper presents findings of a study that analyzed the extent of fiscal equity present in the southern states and examined the status of systemic reform, school-finance litigation, and school-finance reform in the region. The paper proposes a new school-finance model that promotes equity and equal education opportunities for all students. The study used 1992 fiscal data from the National Center for Education Statistics "Common Core of Data" (CCD92). The analysis evaluated horizontal equity and equal opportunity using selected expenditure, revenue, and wealth variables available in the database. The analysis revealed great variability in equity within and between the states. Because states would find it extremely difficult to fund systemic reform without a source of additional funding, it is imperative that education reform and school-finance reform be considered simultaneously. Policymakers should, therefore, be cognizant of fiscal disparities within states and between states and take the appropriate actions to ensure that every student has an equal opportunity to learn. To expedite this, they should consider new sources of revenue and nontraditional methods for funding schools. Contains 12 tables and 61 endnotes. (Author/LMI)

ED 402 661 EA 028 122

Noblit, George W. Dempsey, Van O.

The Social Construction of Virtue: The Moral Life of Schools.

Report No.—ISBN-0-7914-3080-4

Pub Date—96

Note—225p.

Available from—State University of New York Press, State University Plaza, Albany, NY 12246 (cloth: ISBN-0-7914-3079-0; paperback: ISBN-0-7914-3080-4, \$18.95).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Cultural Context, Educational Change, Educational Environment, Educational Philosophy, Elementary Education, Ethnography, *Moral Values, *Oral History, Racial

Integration, *School Culture, *School Desegregation, *Social History

Identifiers—*Social Constructivism, *Sociology of Knowledge

This book is of the opinion that school reform does not reform schools. The reason is that reform movements conceptualize schools as transmitters of knowledge. The book asserts that, rather, schools are involved in the construction of meaning and morality in the lives of students and communities. Successful reform must, therefore, be based on an understanding of how schools construct moral life. The ethnography employs a sociology-of-knowledge approach to study two elementary schools: Rougemont, a historically African-American school that was closed during school desegregation in the 1970s, and Cedar Grove, a historically white school to which the former Rougemont students were sent. Data were gathered through oral histories, document analysis, and observation. The book describes the histories of the schools, the communities in which they are set, and some of the people who influenced and were influenced by the schools. Following the introductory chapter, chapter 2 provides an overview of popular philosophers in education who exemplify the oratorical idea. Chapter 3 provides an account of Cedar Grove School's social construction of virtue, and chapter 4 describes how the community of Rougemont portrayed its history differently from that of Cedar Grove. The fifth chapter revisits the orators' ideas about "great books" and philosophers' notions about the meaning of texts in ways of developing a different theory about the power of narrative. The chapter compares two books' impacts on the social construction of virtue, demonstrating the power of the narrative in the construction of morality and virtue. The final chapter first looks at the effects of school desegregation on the two schools and then moves to 1990. It suggests some possibilities for reclaiming moral life within schools. An index is included. (Contains 101 references.) (LMI)

ED 402 662 EA 028 124

Blue Ribbon Schools: Elementary and Secondary School Recognition Programs.

Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.

Report No.—ORAD-96-1202

Pub Date—May 96

Note—6p.; Six-panel brochure.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Educational Improvement, *Educational Innovation, *Educational Quality, Elementary Secondary Education, Equal Education, Evaluation Criteria, *Excellence in Education, Federal Programs, *Recognition (Achievement), School Effectiveness

Identifiers—*Blue Ribbon Schools

Since the Blue Ribbon Schools Program was established by the Secretary of Education in 1982, it has developed into a national school-improvement strategy. This brochure outlines the three purposes of the Blue Ribbon Schools Program: (1) identify and recognize outstanding public and private schools across the nation; (2) make research-based effectiveness criteria available to all schools; and (3) encourage schools to share information about best practices based on a common understanding of criteria for educational success. The brochure also describes which schools are eligible for nomination, the process by which schools are chosen, the criteria used in the selection process, and the benefits of the program. States with their own recognition programs, based on criteria similar to those used by the Blue Ribbon Schools, are also listed. (LMI)

ED 402 663 EA 028 125

Office of Educational Research and Improvement. Who We Are and What We Can Do for You.

Office of Educational Research and Improvement

(ED), Washington, DC.

Report No.—OAS-95-6003R

Pub Date—95

Note—28p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Educational Research, Elementary Secondary Education, Information Dissemination, Public Agencies, *Research and Development, *Research and Development Centers

Identifiers—*Office of Educational Research and Improvement

This pamphlet describes the purpose of the Office of Educational Research and Improvement (OERI) in the United States Department of Education. It provides information about each of the office's branches and services: Office of the Assistant Secretary; National Center for Education Statistics; National Library of Education; Office of Reform Assistance and Dissemination; National Institute on Early Childhood Development and Education; National Institute on the Education of At-Risk Students; National Institute on Educational Governance, Finance, Policymaking, and Management; National Institute on Postsecondary Education, Libraries, and Lifelong Learning; National Institute on Student Achievement, Curriculum, and Assessment; Library Programs; and Media and Information Services. Contact information is provided for each department. (LMI)

ED 402 664 EA 028 126

Supporting Community Efforts To Improve Schools. The Goals 2000 Act.

Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.

Report No.—ORAD-95-1500

Pub Date—95

Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Academic Standards, Community Involvement, *Educational Improvement, *Educational Objectives, *Educational Quality, Educational Technology, Elementary Secondary Education, *Federal Legislation, *Federal Programs, Parent Participation, Professional Development, School Restructuring, School Safety

Identifiers—*Goals 2000

The Goals 2000: Educate America Act seeks to improve student achievement through high expectations for all; increase parent and community involvement in education; make schools safe, drug-free, and disciplined; upgrade teacher training and professional development; bring technology into the schools; support long-term and systemwide efforts; and tailor improvements to the needs of communities and states. The Goals 2000 Act reaffirms that the responsibility for control of education is reserved to the states and local school systems. This brochure outlines the major goals of the act and outlines what Goals 2000 helps states and communities to do. (LMI)

ED 402 665 EA 028 127

How We Can Help America Learn: A Summary of Major Activities.

Department of Education, Washington, DC.

Pub Date—May 95

Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Education Work Relationship, *Educational Research, Efficiency, Elementary Secondary Education, Equal Education, *Federal Government, *Federal Programs, Grants, Higher Education, Partnerships in Education, Public Agencies, *Research and Development, State Federal Aid, Student Financial Aid

Identifiers—*Department of Education

Education is the largest, most broadly based enterprise in America. Education, although a national priority, is a state responsibility under local control. This brochure highlights the United States Department of Education's responsibilities, which generally fall into the following six areas: (1) providing national leadership and building partner-

ships to address critical issues in American education; (2) serving as a national clearinghouse of good ideas; (3) helping families pay for college; (4) helping local communities and schools meet the most pressing needs of their students; (5) preparing students for employment in a changing economy; and (6) ensuring nondiscrimination by recipients of federal education funds. Ways to access the department's online library on the Internet are listed. Two figures are included. (LMI)

ED 402 666 EA 028 128

Go for the Goals! The National Education Goals.

Department of Education, Washington, DC.
Pub Date—96

Note—5p.; One-fold, four-panel brochure with text on only two panels.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Adult Education, *Educational Improvement, *Educational Objectives, Elementary Secondary Education, Graduation, Mathematics Achievement, *Parent Participation, Professional Development, *School Readiness, School Safety, Science Education

Identifiers—*National Education Goals 1990

This brochure highlights the National Education Goals to be accomplished by the year 2000. They include: ensuring that all children will start school ready to learn; increasing the high school graduation rate; improving learning by establishing challenging academic standards for all students, particularly in mathematics and science; making schools safe and drug-free; improving teaching; encouraging greater parental involvement; and helping all Americans to develop good job skills and become lifelong learners. The goals were developed with bipartisan support from the nation's governors, the Congress and Presidents Clinton and Bush. Three guides for helping communities take action toward reaching the goals are available from the Department of Education. (LMI)

ED 402 667 EA 028 129

Bright New Era in Education.

Department of Education, Washington, DC.
Pub Date—96

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Education Work Relationship, *Educational Improvement, *Educational Objectives, Elementary Secondary Education, *Excellence in Education, *Federal Legislation, *Federal Programs, Parent Participation, Postsecondary Education, Preschool Education, School Safety, Student Financial Aid

Identifiers—Goals 2000, Improving Americas Schools Act 1994, National Service, Project Head Start, School to Work Opportunities Act 1994

During 1993-94, the U.S. Congress passed several initiatives that offer great potential for facilitating progress in education. These include: (1) The Goals 2000: Educate America Act; (2) Individual Education Accounts; (3) the Family Involvement Initiative; (4) the Safe Schools Act (as part of Goals 2000); (5) the School-to-Work Opportunities Act; (6) the Improving America's Schools Act; (7) Expanded Head Start; and (8) National Service. This pamphlet provides information about the first six school-improvement initiatives and lists the eight National Education Goals established under Goals 2000. (LMI)

ED 402 668 EA 028 130

Careers in the U.S. Department of Education: Education Program Specialist.

Horace Mann Learning Center (ED), Washington, DC.

Report No.—ED/OHRA-93-4

Pub Date—94

Note—18p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Career Choice, Career Development, Elementary Sec-

ondary Education, *Employment Opportunities, *Employment Qualifications, *Federal Programs, Occupational Information, *Program Administration, Public Agencies

Identifiers—*Department of Education, *Education Program Specialists

Education program specialists in the United States Department of Education establish and lead the education program, policies, and activities for which the Department of Education is responsible under law. This brochure provides information about the job of education program specialist, describing how the specialists fit into the department's mission, what they do, their qualifications, personal skills, and training opportunities. Education program specialists are involved in the following programs: School Improvement Programs; Educational Resources Information Center (ERIC); National Workplace Literacy Program; Education for Homeless Children and Youth; Captioning and Adaptation Branch; Transitional Bilingual Program; and Accreditation and State Liaison Division. Six education specialists are profiled and two figures are included. (LMI)

ED 402 669 EA 028 131

Krup, Cathy S.

The Finances of Education Governance Reforms in California. Evidence from School District Spending Patterns. RAND Graduate School Dissertation.

Rand Corp., Santa Monica, Calif.

Report No.—RGSD-131

Pub Date—96

Note—145p.; Doctoral Dissertation, RAND Graduate School.

Available from—RAND, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90407-2138.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Decentralization, *Decision Making, *Educational Finance, Elementary Secondary Education, Expenditures, Full State Funding, Local Government, Multivariate Analysis, *Resource Allocation, *School District Autonomy, *School District Spending, State School District Relationship

Identifiers—*California

Today's education governance reform efforts call for new ways of allocating resources to public education to allow for more local control of budgetary decision making. This research begins by exploring the federal, state, and local mechanisms by which public education is supported in California before turning to an examination of how those resources are used by school districts. The variety of mechanisms by which school districts receive revenues and the constraints on local spending decisions leave open questions as to how districts allocate education dollars. Questions such as how this varies by districts with different characteristics, what tradeoffs districts make in their allocation decisions, and what degree of flexibility they have to make resource-allocation decisions are addressed. Through California's financial reporting system and the detailed budgets of school districts, measures were constructed to show how much districts received in public funds from local, state, and federal governments and how the districts used those resources. School district expenditures were matched to district and student characteristics, and multivariate analyses were used to isolate the effect of individual district and student characteristics on spending on a variety of expenditure categories. Four figures and 42 tables are included. Appendices contain methodological notes. (Contains 79 references.) (LMI)

ED 402 670 EA 028 132

Millot, Marc Dean

A Nonprofit Technical Assistance Activity for Charter Applicants in Pennsylvania: Mission, Functions, Capabilities and Plans.

Rand Corp., Santa Monica, CA. Inst. for Educa-

tion and Training.; Washington Univ., Seattle.

Report No.—DRU-1491-IET

Pub Date—Sep 96

Note—45p.; Prepared for the Heinz Endowments.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Charter Schools, Compliance (Legal), Educational Planning, Elementary Secondary Education, Information Dissemination, Information Needs, Information Services, *Partnerships in Education, Program Implementation, *School Support, Shared Resources and Services, *State Legislation, *Technical Assistance

Identifiers—*Pennsylvania

Pennsylvania's proposed Charter Schools Act, House Bill (H.B.) 1834, allows charter schools to be approved by local school boards or school district voters. This report describes the mission, functions, capabilities, and plans of a potential nonprofit Technical Assistance Activity (TAA) for charter-school applicants under H.B. 1834. The report addresses the extent to which government and the private sector are likely to meet the needs of charter applicants, suggests areas where support provided by a nonprofit TAA may be of special importance to charter applicants, describes the capabilities that a TAA should possess, and provides a framework for planning the development of the new institution. The report concludes that the primary mission of a nonprofit TAA should be to support implementation of H.B. 1834 by providing information, access to professional expertise, and direct assistance to charter applicants. The specific functions of a Pennsylvania TAA are described. The report identifies basic support requirements, describes the particular needs of applicants for specialized expertise; and assesses the availability of appropriate support from government, and the cost and quality of support services from the private sector, and specifies services to be provided by the TAA. Nine tables are included. (LMI)

ED 402 671 EA 028 133

Peel, Henry A. Wallace, Corinna

Improving Leadership Preparation Programs through a School, University, and Professional Organization Partnership.

Pub Date—Aug 96

Note—15p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Corpus Christi, TX, August 6-10, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, *College School Cooperation, *Educational Administration, Elementary Secondary Education, Higher Education, Internship Programs, *Leadership Training, Management Development, Mentors, Partnerships in Education, *Theory Practice Relationship

Beginning educational administrators often find that they are unprepared to deal with the realities of school administration. This paper describes how the Halifax County, North Carolina, school system worked with a national organization and an area university to develop a plan to improve its administrator-preparation program. In 1992 the school system created a partnership with the National Association of Secondary School Principals and East Carolina University called the Potential Administrator's Development Program (PADP). During the first year of the program, participants attended monthly seminars on topics relevant to administrators and were paired with mentors. During the second year, participants who had completed most of the requirements for licensure were given the opportunity to complete a 6-week internship. A survey of 10 participants in the PADP elicited 9 responses. Seven of the nine respondents held administrative positions. Most agreed that the program had provided them with valuable experience that would enhance their careers. They reported that activities that simulated actual administrative tests were valuable in linking theory and practice. They suggested that the program provide more information on school financial management, legal issues

regarding student rights, personnel issues, management of auxiliary school functions, and state reporting forms. Overall, respondents rated the PADP as excellent and reported that it had eased their transition into administration. (Contains 10 references.) (LMI)

ED 402 672 EA 028 136
Crabb, Sharon A.

A Comparison by Gender of Selected Educational Administration Positions Represented by NBTA Membership in the Province of New Brunswick.

Pub Date—Nov 96

Note—51p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Administration, Elementary Secondary Education, *Employment Patterns, Employment Statistics, Equal Opportunities (Jobs), Females, Foreign Countries, Principals, School Counselors, *Sex Differences, Superintendents, *Women Administrators
Identifiers—*New Brunswick

Although more women are entering positions of educational administration in Canada, men hold a greater variety of administrative positions than do women, and men occupy those positions in greater numbers. This paper presents findings of a study that examined the relationship between the selected educational administrative positions of principal, vice-principal, department head, guidance counselor, subject coordinator, superintendent, assistant superintendent, and school supervisor based on gender. The study reviewed the membership data for the New Brunswick Teachers' Association (NBTA) for the years 1992-96. The findings show a significant relationship between gender and position in the Anglophone teaching profession in New Brunswick. The data indicate very little movement toward gender equity. Fourteen tables are included. (Contains 25 references.) (LMI)

ED 402 673 EA 028 137
Arredondo, Daisy E. Rucinski, Terrance T.

Epistemological Beliefs of Chilean Educators and School Reform Efforts.

Pub Date—Nov 96

Note—15p.; Paper presented at the Tercer Encuentro Nacional de Enfoques Cognitivos Actuales en Educacion (Santiago, Chile, November 7-8, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, Cognitive Development, Cultural Differences, *Educational Change, *Educational Philosophy, Elementary Secondary Education, *Epistemology, Foreign Countries, *Learning Strategies, School Restructuring, *Teacher Attitudes
Identifiers—*Chile, *Missouri, Reform Efforts

Research increasingly supports the theory that individuals' epistemological beliefs—their fundamental views about knowledge and how it is acquired—influence academic learning, thinking, and problem solving. This paper presents preliminary findings of an ongoing study of educators from Chile and Missouri involved in research projects. A total of 126 teachers and principals from elementary and secondary schools in Santiago, Chile, completed Schommer's Epistemological Questionnaire (1989). Some of the teachers were involved in a school-reform project and some were not. In rural Missouri, 18 elementary and secondary teachers involved in a reform effort also completed the questionnaire. Findings indicate that Chilean teachers' and principals' beliefs did not differ significantly; nor did gender have an effect on Chilean teachers' responses. The epistemological scores of Chilean teachers involved in reform differed markedly from those of Missouri teachers. The scores of Chilean teachers not involved in reform also differed significantly from those of Missouri teachers. One explanation for the contradictory finding is that the

questionnaire instrument is culturally biased. Finally, the epistemological beliefs of the Chilean teachers did not appear to change as a result of their year-long engagement in the school reform project. Two tables are included. (Contains 24 references.) (LMI)

ED 402 674 EA 028 138
Arredondo, Daisy E. Rucinski, Terrance T.

Principals' Epistemological Beliefs and Their Support of Integrated Curriculum.

Pub Date—Oct 96

Note—12p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, Cognitive Development, Educational Philosophy, Elementary Secondary Education, *Epistemology, *Integrated Curriculum, *Learning Strategies, *Principals, School Restructuring
Identifiers—*Missouri

Considerable research supports the notion that individuals' level of cognitive complexity influences their behavior. This paper presents findings of a study that explored the relationship between principals' supervisory beliefs and the implementation of integrated-curriculum approaches. The first phase of the study surveyed a total of 400 elementary, middle/junior high, and senior high schools in Missouri about the extent to which they used integrated-curriculum approaches. Phase 2 involved followup interviews with an unspecified number of principals from the schools identified as using integrated curricula. One-half of the principals were from schools reporting higher levels of use and one-half were from schools reporting lower levels of use. The interviews, which included a subset of scaled items from Schommer's Epistemological Questionnaire, 2nd revision (1989), assessed supervisory practices, epistemological belief systems, teacher-team planning practices, and teacher involvement in decision making. The data did not support the expected relationship between the extent of implementation of integrated curriculum and principals' epistemological beliefs. Conclusions that can be drawn from this study include: (1) As teachers gained experience with integrated curricula, their use became more sophisticated; (2) teachers relied less on textbooks and more frequently used an approach focusing on important themes; (3) schools using integrated curriculum reported that teachers and students took a renewed interest in learning; (4) the use of integrated curriculum in Missouri schools was on the increase; (5) schools rarely had a formal support structure in place for planning; and (6) support structures and time are essential for effective implementation of school reform efforts. (Contains 22 references.) (LMI)

ED 402 675 EA 028 140
Shapiro, Joan Poliner Stefkovich, Jacqueline A.

Dealing with Dilemmas in a Morally Polarized Era: The Conflicting Ethical Codes of Educational Leaders.

Pub Date—Oct 96

Note—24p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, *Codes of Ethics, Doctoral Programs, Educational Administration, *Ethical Instruction, Higher Education, *Moral Development, *Moral Values
Identifiers—*Temple University PA

Although scholars may recognize the importance of ethics for educational leaders, they have not yet resolved how the subject can or should be taught. This paper presents an approach to teaching ethics that incorporates both traditional and nontraditional methods, discusses how this approach is carried out with a diverse student body, and attempts to respond

to the need for research. The course was designed for doctoral cohort students in Temple University's Educational Leadership and Policy Studies department. The paper describes both the personal and professional codes of ethics of the two professors who taught the course and students, drawing from a qualitative analysis of 100 students' personal and professional codes. Professional codes developed by national, state, and local organizations were found to have little impact on the views of students, who found value in creating their own codes of ethics. Conflicts tended to be found between students employed in higher education settings and those employed in school systems; among urban, rural, and suburban educators; and among students with different life experiences and careers. Finally, several students realized that they had relied on a kind of situational ethics to deal with daily problems. (Contains 39 references.) (LMI)

ED 402 676 EA 028 141
Sorenson, Dean Machell, James

Quality Schools through Quality Leadership.

Pub Date—[96]

Note—15p.; Paper presented at the Annual National Conference on Creating the Quality School (5th, Oklahoma City, OK, March 27-30, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, Administrator Responsibility, *Administrator Role, *Educational Quality, Elementary Secondary Education, Internship Programs, Leadership, *Leadership Training, Organizational Climate, Participative Decision Making, Program Design, *School Culture, Theory Practice Relationship

Educational literature is replete with calls for changes in preparation programs for school administrators. This paper contrasts traditional administrator-preparation programs with one designed around the Quality Schools paradigm. The program emphasizes administrator candidate selection, human needs, the empowerment of others, effective communication, development of human resources, organizational change, and the effective planning and implementation of school improvement. Implemented in 1993 at the University of Wyoming, the program is comprised of the following components: a curriculum that integrates theory and practice, an internship experience, a cohort design, and an indepth screening and admission process. The program focuses on the role of administrators as "stewards" of themselves, their communities, and resources. (Contains 44 references.) (LMI)

ED 402 677 EA 028 142
Achilles, C. M. And Others

Education's Equivalent of Medicine's Framingham Heart Study.

Pub Date—Mar 96

Note—20p.; Paper presented at the Annual National Conference on Creating the Quality School (5th, Oklahoma City, OK, March 27-30, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Blacks, *Class Size, *Early Intervention, *High Risk Students, Kindergarten, Longitudinal Studies, Outcomes of Education, Prevention, Primary Education, Program Effectiveness, Scores, *Teacher Student Ratio

Identifiers—*Student Teacher Achievement Ratio Project TN, Tennessee

Since 1984, large-scale, longitudinal, and experimental research on class size has been conducted in Tennessee. Project STAR (Student-Teacher Achievement Ratio) changed in 1989 to the Lasting Benefits Study (LBS) and Project Challenge. In 1985 almost 7,000 students in kindergarten were randomly assigned to either small classes, regular-sized classes, or regular-sized classes with a full-time aide. This paper summarizes the project's research findings to date. Findings indicate that small is better, especially in the early years of

schooling. The program resulted in improved academic performance, improved cognitive scores on measures, fewer grade retentions, more on-task time for teachers, a higher level of student engagement, and a reduced test-score gap between white and nonwhite students. The paper also compares STAR to the Framingham (Massachusetts) Heart Disease Epidemiology Study. It describes how the program can ameliorate the effects of poverty and other factors that place children at risk. The achievement gap between black and white students does not open at grade 1 if both groups are placed together in small kindergarten classes by random assignment. Small classes beginning in kindergarten or first grade seem to prevent later school problems; however, later application of small-class treatment appears to have limited value. Seven tables are included. (Contains 13 references.) (LMI)

ED 402 678

EA 028 144

United States Department of Education: Annual Accountability Report, Fiscal Year 1995.
Department of Education, Washington, DC.
Pub Date—[96]

Note—99p.; Prepared by the Office of the Chief Financial Officer.

Available from—Office of the Chief Financial Officer, Executive Office, U.S. Department of Education, 600 Independence Ave., S.W., Washington, DC 20202.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Accountability, Cost Effectiveness, *Efficiency, Elementary Secondary Education, Expenditures, *Federal Aid, *Federal Government, Federal Programs, *Financial Audits, Higher Education, Loan Default, Loan Repayment, Mission Statements, *Money Management

Identifiers—*Department of Education

Fiscal year 1995 marks the first year during which an independent audit was conducted of the U.S. Department of Education's financial statements. This first annual accountability report describes the department's history, current mission, priorities, and progress. It highlights the department's program and fiscal accomplishments and describes future customer-service efforts. The report includes other reporting requirements on finance management: the overall condition of management controls, a progress report on audit follow-up, and a status report on the timeliness of the department's vendor payments. The data indicate that the department has improved the control and accountability over student loan defaults, increased direct-loan program volume from 104 schools to approximately 1,350 schools, and initiated improvement to management processes. Six exhibits, three figures, the department's response to the audit, and the auditor's evaluation of department comments are included. (LMI)

ED 402 679

EA 028 145

Snyder, Thomas D. And Others

Digest of Education Statistics, 1996.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-96-133

Pub Date—96

Note—610p.; For 1995 report, see ED 387 885.

Available from—Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954 (GPO #65-000-00904-8; \$44).

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF03/PC25 Plus Postage.

Descriptors—Academic Achievement, Degrees (Academic), *Demography, Education Work Relationship, *Educational Attainment, *Educational Finance, Elementary Secondary Education, *Enrollment, Expenditures, Federal Aid, Federal Programs, Foreign Countries, Higher Education, Income, *School Personnel, Student Financial Aid, Tables (Data)

This 1996 edition of the "Digest of Education Statistics" is the 32nd in a series of publications initiated in 1962. Its primary purpose is to provide a compilation of statistical information covering the

broad field of American education from kindergarten through graduate school. The digest includes data from many government and private sources, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics (NCES). The publication contains information on a variety of topics, including the number of schools and colleges, teachers, enrollments, graduates, educational attainment, finances, federal funds for education, employment and income of graduates, libraries, and international-education. Supplemental information is provided on population trends, attitudes on education comparisons, education characteristics of the labor force, government finances, and economic trends. The digest is divided into seven chapters: "All Levels of Education," "Elementary and Secondary Education," "Postsecondary Education," "Federal Programs for Education and Related Activities," "Outcomes of Education," "International Comparisons of Education," and "Learning Resources and Technology." The introduction includes a brief overview of current trends in American education. The data show that the American people hold education in high regard. Assessment data indicate that there have been improvements in mathematics and science performance between 1982 and 1992. A higher proportion of high school graduates are going on to college. However, wide variations in student proficiency from state to state and mediocre scores of American students in international assessments pose challenges. The appendix contains a guide to tabular presentation; a guide to sources; definitions; 20 tables; and an index. Thirty-two figures and 418 tables comprise the bulk of the publication. (LMI)

ED 402 680

EA 028 146

Torres, Jose Manuel

Leadership for Minority Achievement: How Schools Promote or Prevent Quality Education.

Pub Date—Mar 96

Note—25p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (51st, New Orleans, LA, March 16-19, 1996).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Collegiality, *Cultural Pluralism, Educational Environment, Educational Quality, High Schools, *Leadership, Organizational Climate, *Participative Decision Making, Politics of Education, *Power Structure, *Teacher Empowerment

Today's schools are being affected by changes in educational technology and increasing student diversity. In the new education paradigm, schools must prepare all students to think critically, solve problems quickly, and learn continuously. Schools therefore need leaders who can mobilize entire communities to accept and lead change. This paper describes how power relations in schools can limit or enhance student success and teacher growth. The discussion is based on data from a single interview with a female high school English teacher at a large high school in an ethnically diverse school system. The teacher describes how a school project designed to promote shared decision making through teacher involvement led to a lack of trust, increased staff turnover, shut out teachers perceived as trouble makers, and stymied risk taking. The paper argues that principals are the key to empowered schools and that they must be provided with professional development in order to understand empowerment from different perspectives. One way to begin to understand cultural differences is to debunk the following cultural myths: (1) that racial/ethnic differences will be dissolved in the "melting pot"; (2) that equal treatment is equitable; (3) that perceptions of what constitutes effective communication are universal; and (4) that all stereotypes are negative. (Contains 15 references.) (LMI)

ED 402 681

EA 028 147

Young, Dianne P. Dixon, Nancy M.

Helping Leaders Take Effective Action: A Program Evaluation.

Center for Creative Leadership, Greensboro, N.C.
Report No.—ISBN-1-882197-18-6

Pub Date—96

Note—62p.

Available from—Center for Creative Leadership, Publication, P.O. Box 26300, Greensboro, NC 27438-6300 (Stock No. 174; \$18; add 6 percent of subtotal with \$4 minimum shipping and handling).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Characteristics, Administrator Effectiveness, Decision Making Skills, *Leadership, *Leadership Qualities, *Leadership Training, *Management Development, Planning, *Program Effectiveness, Program Evaluation

In 1991 the Center for Creative Leadership (CCL) launched its LeaderLab program, with the goal of helping executives take more effective action in their leadership situations. This publication presents findings of a program evaluation that explored whether program participants took more effective action in their leadership situations. Data were obtained from a questionnaire of 29 participants and 38 nonparticipants; telephone interviews with 27 participants, their coworkers, and process advisors; and telephone interviews with 32 participants. The questionnaire indicated that participants were perceived as having made significant positive change on every category except "balance," and that this positive change was associated with increased effectiveness. The first set of telephone interviews showed that participants took the most action in the following areas: interpersonal relationships, organizational systems, coping with emotional disequilibrium, facilitating communication/listening, sense of purpose/vision, and balance/family. The control group made fewer changes than did the program participants. The second set of telephone interviews showed that participants favored the assistance of the process advisor, the program's structure, the visioning and action-planning exercises, the diversity of participants, and the artistic activities. An unexpected finding was that many participants came to the program with a reasonable amount of turbulence in their personal and work lives. They reported four types of turbulence that affected their ability to carry out action plans: general work-related, job-specific, personal, and psychological. Participants approached implementation from three different models: goal focus, vision focus, and process focus. Ten tables, 2 figures, a list of CCL publications, an index, and an appendix containing further information on outcome studies are included. (Contains 37 references.) (LMI)

ED 402 682

EA 028 148

Greene, Jay P. Peterson, Paul E.

Methodological Issues in Evaluation Research: The Milwaukee School Choice Plan. Occasional Paper 96-4.

Harvard Univ., Cambridge, MA. Dept. of Government.

Pub Date—29 Aug 96

Note—17p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Data Analysis, Elementary Secondary Education, Participant Characteristics, Performance, Program Effectiveness, *Research Design, *Research Methodology, Research Problems, Sample Size, Sampling, *School Choice, Scientific Methodology, Scores, *Statistical Analysis

Identifiers—Milwaukee Public Schools WI, *Wiscconsin (Milwaukee)

In August 1996 Jay P. Greene, Paul E. Peterson, and Jiangtao Du, with Leesa Boeger and Curtis L. Frazier, issued a report called "The Effectiveness of School Choice in Milwaukee." The report, referred to as GPDBF, presented data that indicated that low-income minority students in their third and fourth years of participation in the Milwaukee choice program performed better on standardized math and reading tests than did students who were

not selected for the program. The GPDBF report explained why its results differed from those reported by a previous research team headed by Dr. John Witte. The Witte report found no effect of enrollment in choice schools on test performance. Witte, in the paper "Reply to Greene, Peterson, and Du," replied to the GPDBF report in late August 1996. This paper, a response to Dr. Witte, discusses methodological issues that affect the evaluation of school choice in Milwaukee. The paper argues that the Witte response failed to cast doubt on the GPDBF findings, and that Witte failed to justify his own analysis against reasonable criticism. The paper defends the GPDBF findings against three criticisms made by Witte: (1) that GPDBF used a mode of analysis inappropriate for educational research; (2) that GPDBF sample sizes were too small to allow for reasonable statistical inference; and (3) that missing cases biased the GPDBF results. Seven tables are included. (LMI)

ED 402 683 EA 028 150

Millot, Marc Dean

What It Takes To Start a Pennsylvania Charter School: A Guide for Applicants.

Rand Corp., Santa Monica, CA. Inst. for Education and Training.; Washington Univ., Seattle. Report No.—DRU-1492-IET

Pub Date—Sep 96

Note—83p.; Prepared for the Heinz Endowments. For a related document, see EA 028 132.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accountability, *Charter Schools, Compliance (Legal), Educational Planning, Elementary Secondary Education, Governance, *Government School Relationship, Institutional Autonomy, Public Education, School Administration, *State Legislation, *State Regulation

Identifiers—*Pennsylvania

The Pennsylvania Charter School Act (H.B. 1834), now under consideration in the Pennsylvania State legislature, allows charter schools to be approved by local school boards or school district voters. Based on the draft legislation and the experience of states with similar statutes, this paper identifies the extent of charter operators' responsibility for the educational program, economic viability, and government operations of public charter schools, and outlines the full set of assets a charter-school applicant should possess to be a successful school operator. The report concludes that a Pennsylvania charter-school applicant must be able to conceive and manage an educational program; start and run a medium-sized business; operate within a complex governance structure; comply with the laws controlling agencies of state government; and conduct a political campaign. Guiding principles of charter-school planning are also included. The appendix contains a copy of the Charter School Act. Four figures are included. (LMI)

ED 402 684 EA 028 151

Federal Grants: Design Improvements Could Help Federal Resources Go Further. Report to the Chairman, Committee on the Budget, House of Representatives.

General Accounting Office, Washington, DC. Accounting and Information Management Div. Report No.—GAO/AIMD-97-7

Pub Date—Dec 96

Note—86p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy free; \$2 each additional copy; quantity discount).

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Block Grants, Categorical Aid, Econometrics, *Economic Impact, Economic Research, *Educational Finance, Efficiency, Elementary Secondary Education, Expenditures, *Federal Aid, Federal State Relationship, Fi-

nancial Support, Fiscal Capacity, *Grants, *State Federal Aid

Intergovernmental grants are a significant part of both federal and state budgets. This report examines the federal grant-in-aid system from the perspective of fiscal impact. It focuses on the extent to which the grant system succeeds in two objectives: (1) encouraging states to use federal dollars to supplement rather than replace their own spending on nationally important activities; and (2) targeting grant funding to states with relatively greater programmatic needs and fewer fiscal resources. The first major finding is that every additional federal grant dollar results in less than a dollar of total additional spending on the aided activity; the estimates of substitution clustered around 60 cents of every federal dollar. Therefore, part of the fiscal impact of these transfers is to free up a portion of state funds for other state programs or tax relief. In addition, federal aid is not targeted to offset fiscal imbalances among states with different programmatic needs and fiscal resources. The second major finding is that grant design influences fiscal substitution. Design features work by restricting the use of funds to specify purposes, requiring recipients to contribute their own funds to obtain grant funds, and not restricting federal matching of state funds. Finally, the study found that grants lack features to discourage substitution. Four figures and 11 tables are included. Appendices contain information on the role of grants in the federal system, the research design, three grant design features related to substitution, statistical analyses, challenges in measuring grant-targeting factors, and a list of major contributors to the report. (Contains a 24-item list of related GAO products and 51 references.) (LMI)

ED 402 685 EA 028 153

Lashway, Larry

Leadership Strategies.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—97

Contract—RR93002006

Note—5p.

Available from—Educational Products, NAESP, 1615 Duke Street, Alexandria, VA 22314-3483 (\$2.50, single copy; \$2 each on orders of 10 or more).

Journal Cit—Research Roundup; v13 n2 Win 1996-97

Pub Type—Collected Works - Serials (022) — ERIC Publications (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Characteristics, Administrator Responsibility, *Administrator Role, Educational Environment, Elementary Secondary Education, *Leadership, *Leadership Qualities, *Leadership Styles, *Organizational Climate, Principals

Principals today are expected to maximize their schools' performances with limited resources while also adopting educational innovations. This synopsis reviews five recent publications that offer some important insights about the nature of principals' leadership strategies: (1) "Leadership Styles and Strategies" (Larry Lashway); (2) "Facilitative Leadership: How Principals Lead without Dominating" (David T. Conley and Paul Goldman); (3) "Symbols and Symbolic Activity" (Terrence E. Deal); (4) "The Leadership Paradox: Balancing Logic and Artistry in Schools" (Terrence E. Deal and Kent D. Peterson); and (5) "Forceful Leadership and Enabling Leadership: You Can Do Both" (Robert E. Kaplan). Lashway reviews the recent literature on leadership styles and strategies, and concludes that effective leadership is built on three basic strategies: hierarchical, transformational, and facilitative. Conley and Goldman describe the rationale behind facilitative leadership, offering a candid discussion of its advantages and disadvantages. Deal discusses strategies that emphasize the leader's role as a manager of meaning, suggesting ways in which to build a school culture that will invite loyalty and commitment. Deal and Peterson

offer a prescription for reconciling and integrating the multiple demands of technical leadership and symbolic leadership. Kaplan discusses "forceful" and "enabling" strategies, describing the problems that result when leaders fail to keep a balance. (LMI)

ED 402 686 EA 028 154

Bielefeldt, Talbot

Systemic Planning for Technology.

Oregon School Study Council, Eugene.

Report No.—ISSN-0095-6694

Pub Date—Jan 97

Note—39p.

Available from—Oregon School Study Council, 1787 Agate Street, College of Education, 5207 University of Oregon, Eugene, OR 97403-5207 (\$7 nonmember; \$4.50 member; quantity discounts).

Journal Cit—OSSC Bulletin; v40 n2 Jan 1997

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer Uses in Education, Educational Objectives, *Educational Planning, *Educational Technology, Elementary Secondary Education, *Integrated Learning Systems, Master Plans, Needs Assessment, Organizational Development, School Districts, School Restructuring, *Systems Development, *Technological Advancement

Identifiers—*Oregon

Technology and structural change in education are inextricably linked. That is, schools generally need to change the way they do things to take full advantage of technology, and the use of technology tends to change what happens in schools. This report examines recent theory and practice of schools and school districts planning for educational technology, focusing on using a systemic approach to technology planning. Educational technology refers to software and hardware that are used to assist, present, or assess teaching and learning. Chapter 1 presents the case for making technology planning part of a larger effort to anticipate, coordinate, or create change. Chapter 2 reviews some common planning practices, followed by a short checklist for the planning process. Chapter 3 offers examples of systemic plans for technology developed by Oregon districts. Some of the material was drawn from interviews with six directors or coordinators of technology planning. The focus throughout is on technology planning as a concrete process that results in a technology plan. (Contains 40 references.) (LMI)

ED 402 687 EA 028 155

Cheng, Yin Cheong

A New Direction for Educational Reforms in the 21st Century: Hong Kong and International Contexts.

Pub Date—Jan 97

Note—45p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Memphis, TN, January 4-8, 1997).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Foreign Countries, *Holistic Approach, Institutional Autonomy, *Organizational Change, Organizational Climate, *Organizational Development, School Based Management, *School Effectiveness, *School Restructuring, Strategic Planning

Identifiers—*Hong Kong

Many educational reforms that have focused on fragmentary improvement and remedial treatment did not lead to long-term effectiveness. This paper examines a new direction for educational reforms in Hong Kong and other international contexts. The new direction should include the following 10 tendencies: (1) toward multiple school functions from simplistic purposes; (2) toward school autonomy and self-initiative through school-based management; (3) toward schools' healthy functioning

through a knowledge-based profile; (4) toward schools' continuous learning and development through strategic management; (5) toward human initiative through multilevel self-management in school; (6) toward schools' multiple effectiveness through a dynamic process; (7) toward holistic education through layer management; (8) toward synergy and effectiveness through congruence in school; (9) toward total home-school collaboration and community support for resources, ideas, and legitimacy; and (10) toward school momentum through transformational leadership. Six tables and four figures are included. (Contains 61 references.) (LMI)

ED 402 688

EA 028 156

Pedrini, Giovanni

Secondary Education in Italy. Guide to Secondary Education in Europe Series.

Council for Cultural Cooperation, Strasbourg (France).

Report No.—ISBN-92-871-2790-5

Pub Date—96

Note—51p.

Available from—Manhattan Publishing Company, 468 Albany Post Road, P.O. Box 850, Croton-on-Hudson, NY 10520; Council of Europe Publishing, Council of Europe, F-67075 Strasbourg Cedex.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Compulsory Education, *Curriculum Design, Educational Innovation, Educational Policy, Foreign Countries, *School Administration, *School Organization, School Personnel, *Secondary Education, Student Evaluation, Vocational Education

Identifiers—*Italy

Italy's 1948 Constitution of the Republic reformed lower secondary education, making schooling compulsory for all citizens. This guide highlights the complex nature of the secondary education system in Italy. It provides information primarily about the upper secondary level of education, which consists of 3, 4, or 5 years of courses following the compulsory stage. The report describes the organization of the Italian education system, administration, staff, student assessment, the structure and organization of upper secondary education, educational innovations, current issues, and future prospects. Despite the reforms, true comprehensive reform of secondary education has never occurred. It is argued that the education system must assume the role of a "de jure" system in order to enhance the role of the school as a social and vocational institution. Other recommendations favor school-based management, partnerships in education (to build training programs and support for students in difficulty), increased regional and local accountability, a multicultural approach, and efforts to increase school retention. Two figures are included. The appendix contains seven tables of statistical data and examples of curricular timetables. (Contains 17 references.) (LMI)

ED 402 689

EA 028 157

Ferrer, Alejandro Tiana And Others

Secondary Education in Spain. Guide to Secondary Education in Europe Series.

Council for Cultural Cooperation, Strasbourg (France).

Report No.—ISBN-92-871-2747-6

Pub Date—96

Note—93p.

Available from—Manhattan Publishing Company, 468 Albany Post Road, P.O. Box 850, Croton-on-Hudson, NY 10520; Council of Europe Publishing, Council of Europe, F-67075 Strasbourg Cedex.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Compulsory Education, *Curriculum Design, Dropout Rate, Education Work Relationship, Educational Innovation, Educational Policy, Foreign Countries, *School Administration, School Effectiveness, *School

Organization, School Personnel, *Secondary Education, Student Evaluation

Identifiers—*Spain

This publication contains a brief description of secondary education in Spain. It constitutes one part of a series entitled "Guide to Secondary Education in Europe," developed as part of a Council of Europe project. Chapter 1 presents a general overview of the Spanish education system, with a focus on secondary education. Chapter 2 describes education policy, funding, curricular organization, the role of the school as an organization and as a community, evaluation and assessment, school staff, and the influences of European innovations on education. The third chapter addresses issues of effectiveness and performance: student flows for 1970-90, dropout and repetition rates, admission to higher education, and employment opportunities for high school graduates. The greatest challenge that the Spanish education system faces is that of reform implementation. Appendices contain statistical data and a list of school legislation. Contains 13 tables, four figures, and 36 references.) (LMI)

ED 402 690

EA 028 158

Sielke, Catherine C.

Re-inventing Education: Transforming Financial Support for Michigan Schools.

Pub Date—Oct 96

Note—21p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Court Litigation, *Educational Equity (Finance), *Educational Finance, Elementary Secondary Education, Equalization Aid, Expenditure per Student, *Finance Reform, Full State Funding, Income, Politics of Education, Property Taxes, *Resource Allocation, School District Spending, *State Aid, State Legislation

Identifiers—*Michigan

Unlike many other states, Michigan's school-finance reform was triggered not by a lawsuit but by legislative action that eliminated the property tax as a revenue source for public schools. Changes included an increase in the sales tax from 4 to 6 cents and a move to a foundation grant formula, which included a state foundation-allowance target for lower revenue districts. This paper provides a brief history of the last 25 years of finance reform in Michigan and then examines the short-term effects on revenues and expenditures of local school districts. Methodology involved analysis of 5 years of revenue and expenditure data (1990/91-1994/95) from the Michigan Department of Education for all school districts. Although the wealthier districts now rely more heavily on state funding, they still receive a substantial number of local dollars generated by the 18-mill levy on nonhomestead property and hold-harmless mills. The data also show that there is greater horizontal equity in terms of dollars per pupil going to the school districts. Data show that, after the reform, districts spent more for employee benefits and less for purchased services and instructional supplies. Questions remain about the stability of the new funding sources and the ability of the state to fully fund schools in the future. (Contains 4 tables and 12 references.) (LMI)

ED 402 691

EA 028 159

Bryant, Miles T.

Contrasting American and Native American Views of Leadership.

Pub Date—Oct 96

Note—34p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*American Indian Culture, *American Indians, Cultural Differences, *Educational Administration, *Leadership, *Leadership

Qualities, Leadership Styles, Secondary Education, Values

Identifiers—*Native Americans, United States (Great Plains States)

This paper constructs opposing views of leadership between what can be understood as mainstream American perspectives and those of selected Native Americans. American leadership values were deduced by examining selected aspects of the National Association of Secondary School Principals Assessment Center; selected Native American leadership values were derived from a total of 12 interviews with members of 6 tribes from the Great Plains and from participant observation. The research identified six themes that characterized Native American leadership: decentralization, recognition of the immanent value of all things, noninterference, self-deflection, a reduced sense of the importance of time, and a collectivist decision-making approach. (Contains 34 references.) (LMI)

ED 402 692

EA 028 160

The Annual Condition of Education Report. A Report on Elementary, Secondary and Community College Education in Iowa.

Iowa State Dept. of Education, Des Moines.

Pub Date—Dec 95

Note—98p.; For the 1994 report, see ED 386 799.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, Community Colleges, *Curriculum, *Educational Finance, Elementary Secondary Education, *Enrollment Trends, Expenditures, Private Schools, Public Schools, *School Demography, *School Personnel, Scores, Teacher Salaries, Two Year Colleges

Identifiers—*Iowa

This publication comprises the sixth "Annual Condition of Education" report for the state of Iowa. The data offer evidence of an increasingly diverse student population that performs well above national averages, a rising usage of classroom technology, a high rate of students pursuing postsecondary education/training opportunities, and low dropout rates. The report contains information on the following areas of K-12 education: enrollment; school personnel; program; student performance; and finance. Information about the major initiatives, learner outcomes, enrollments, program, and finance of community colleges in Iowa is also provided. A total of 81 tables and 48 figures are included. (LMI)

ED 402 693

EA 028 161

The Annual Condition of Education Report. A Report on Pre-Kindergarten, Elementary, Secondary and Community College Education in Iowa.

Iowa State Dept. of Education, Des Moines.

Pub Date—96

Note—104p.; For the 1995 report, see EA 028 160.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Achievement, Community Colleges, *Curriculum, Educational Attainment, *Educational Finance, Educational Technology, Elementary Secondary Education, *Enrollment Trends, Expenditures, Preschool Education, Private Schools, Public Schools, *School Demography, *School Personnel, Scores, State Norms, Teacher Salaries, Two Year Colleges

Identifiers—*Iowa

This publication comprises the seventh annual "Condition of Education" report for the state of Iowa. It contains descriptive data for the year 1996 that will assist in local decision making. The report contains data for the following areas of prekindergarten through grade 12 education: enrollment; school personnel; program; student performance; and finance. Information about the major initiatives, learner outcomes, enrollments, program, and finance of community colleges in Iowa is also provided. A total of 103 tables and 45 figures are included. (LMI)

ED 402 694

EA 028 163

Glatthorn, Allan A.

Differentiated Supervision, 2nd Edition.

Association for Supervision and Curriculum Development, Alexandria, VA.

Report No.—ISBN-0-87120-275-1

Pub Date—97

Note—109p.; For first edition, see ED 245 401.

Available from—Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1453 (Stock No 196247; \$13.95, member; \$16.95, nonmember).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Models, Personnel Policy, *Professional Development, *Supervision, *Supervisory Methods, *Teacher Evaluation, *Teacher Supervision

Differentiated supervision is an approach to supervision that provides teachers with options about the kinds of supervisory and evaluative services they receive. The differentiated model provides intensive development to nontenured teachers and to tenured teachers with serious problems. The rest of the faculty receive options for fostering their professional development, working in collaborative teams or opting for a self-directed approach. This book describes a model of differentiated supervision and offers suggestions for its implementation. Chapter 1 presents a rationale for differentiated supervision and briefly describes its components. Chapter 2 explains the foundation elements needed by all teachers to make the model work effectively. The third chapter describes processes for fostering the learning-centered classroom, with a focus on learning outcomes. Chapters 4 through 6 explain how each of the following developmental options works: providing intensive development; fostering cooperative professional development; and facilitating self-directed development. The seventh chapter focuses on the evaluative options in a differentiated system, which distinguishes between two types of evaluation—intensive evaluation and standard evaluation. The final chapter offers suggestions for developing local models appropriate to an individual district's needs and resources. Contains 11 figures and an appendix listing schools using the differentiated model. References accompany each chapter. (LMI)

ED 402 695

EA 028 166

Sahin, Ali E. Simsek, Hasan

A Qualitative Assessment of Organizational Learning Processes in Selected Turkish Public and Private High Schools.

Pub Date—Oct 96

Note—33p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Foreign Countries, *High Schools, *Information Dissemination, Information Utilization, *Organizational Change, *Organizational Climate, Organizational Communication, *Organizational Development, Private Schools, Public Schools, *School Organization

Identifiers—*Turkey (Ankara)

If they are to be effective, organizations must acquire and create new knowledge in order to achieve their goals. Service organizations, such as schools, must employ the concept of organizational learning. Organizational learning is an intentional process directed at improving organizational effectiveness. The process involves four constructs—knowledge acquisition, information distribution, information interpretation, and organizational memory. This paper presents findings of a paper that examined the ways in which three high schools—one foundation school (designed to educate youth in keeping with the concept of nationalism embodied in the ideas and innovations of Atatürk, the founder of the modern Turkish Republic), one private school, and one public school—in Ankara, Turkey, acquired, disseminated, inter-

preted, and preserved new knowledge. Data were derived from observation and interviews with 24 teachers and 6 administrators. Findings indicate that the foundation school outperformed the public school and the private school in terms of the four organizational-learning constructs. The foundation school gathered data through a wider variety of sources and distributed information through more intra- and extra-organizational activities than did the other two schools. Both the foundation school and the private school had more effective interpretation processes. None of the three schools had developed mechanisms for storing information for further use. The effectiveness of both the public and private schools was hindered by their centralized, bureaucratic organizational structures; the effectiveness of the private school was also hampered by the school's profit motive. One figure is included. (Contains 39 references.) (LMI)

ED 402 696

EA 028 167

Parrish, Thomas

Do Rich and Poor Districts Spend Alike? Issue Brief.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—IB-1-96; NCES-97-916

Pub Date—Dec 96

Note—4p.

Pub Type—Collected Works - Serials (022) — Information Analyses (070) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Equity (Finance), Educational Finance, Elementary Secondary Education, *Expenditure per Student, Fiscal Capacity, Fiscal Neutrality, Income, Private Schools, Public Schools, *Resource Allocation, *School District Spending, *School District Wealth, Teacher Student Ratio

Given the overall annual expenditure of approximately \$250 billion on public education in the United States, there is great interest in how these dollars are allocated to states. This brief presents data showing the relationship between access to public-education resources and community wealth across all school districts in the United States for the 1989-90 school year. The data are from a Research and Development Report (T. Parrish and others, 1995) produced by the National Center for Education Statistics (NCES). The brief compares a measure of community wealth—the median income of the households located within school district boundaries—to three alternative measures of resources available to public schools in the district. The measures of available resources include expenditures per student, expenditures converted to education "buying power," and the average number of students per teacher. Findings indicate that districts with high-income households had more to spend for education, and that converting education expenditures to "buying power" reduced the gap between districts with high-income households and those with low-income households. Finally, student-teacher ratios were lowest in school districts serving students with the highest and the lowest household incomes. In summary, rich and poor districts did not spend alike. Districts enrolling children from wealthier communities purchased student-teacher ratios very similar to those in districts enrolling children from the lowest income districts, which had considerably less to spend. Three figures are included. (LMI)

ED 402 697

EA 028 168

Gordon, Howard

Analysis of the Legal Knowledge of Secondary School Principals in West Virginia.

Pub Date—96

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Compliance (Legal), *Knowledge Level, *Legal Responsibility, *Principals,

School Administration, *School Law, Secondary Education

Identifiers—*West Virginia

The principal of the 1990s must have a substantial understanding of school law. This paper presents findings of a study that explored West Virginia public school principals' knowledge of school law. A questionnaire mailed to 136 secondary school principals in West Virginia during spring semester of the 1995-96 school year elicited an 88 percent response rate. Findings indicate that the principals had an average preparation in school law. Overall, respondents mastered 73 percent of the material. Principals in large counties scored above average (80 percent) on the Legal Knowledge Index. Finally, a positive relationship was found to exist between legal knowledge and selected independent variables. (Contains 4 tables and 13 references.) (LMI)

ED 402 698

EA 028 186

De Angelis, Karen Rossi, Robert

Public School Choice Programs, 1993-94: Availability and Student Participation. Issue Brief.

American Institutes for Research, Washington, DC.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—IB-9-96; NCES-97-909

Pub Date—Dec 96

Note—4p.

Available from—Phone: 1-800-424-1616; Internet: <http://www.ed.gov/NCES>

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Educational Supply, Elementary Secondary Education, *Enrollment, *Free Choice Transfer Programs, Magnet Schools, Nontraditional Education, *Participation, *Public Schools, *School Choice, School Districts

Public school-choice programs are diverse and offer within- and outside-district flexibility in meeting student needs. This bulletin examined data available from the 1993-94 Schools and Staffing Survey (SASS), conducted by the National Center for Education Statistics (NCES), to answer questions about regional differences in choice programs, availability, and student participation in choice programs. The data show that in 1993-94, the percentage of public school districts with school-choice programs varied widely across the four regions of the country. Among all public school districts in the United States, interdistrict choice was the most widely available choice program option in 1993-94. Among districts with choice programs, smaller percentages of students participated in interdistrict choice than in either intradistrict or magnet-school choice programs. The variation in participation rates may reflect not only variation in parents' and students' willingness to participate in different types of public school choice programs, but also variation in districts' policies and capabilities regarding choice program participation. One figure and two tables are included. (LMI)

ED 402 699

EA 028 187

Daugherty, Shannon Rossi, Robert

How Widespread Is Site-Based Decisionmaking in the Public Schools? Issue Brief.

American Institutes for Research, Washington, DC.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—IB-8-96; NCES-97-908

Pub Date—Dec 96

Note—4p.

Available from—Phone: 1-800-424-1616; Internet: <http://www.ed.gov/NCES>

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advisory Committees, Elementary Secondary Education, *Governing Boards, *Participative Decision Making, *Policy For-

mation, Public Schools, *School Based Management

The push toward decentralization raises questions about the composition and areas of responsibility of site-based decision-making bodies. This bulletin answers these questions by examining data available from the 1993-94 Schools and Staffing Survey (SASS), conducted by the National Center for Education Statistics (NCES). All states reported having some site-based decision-making bodies in local schools. The majority of site-based decision-making bodies included principals, teachers, and parents. Finally, site-based decision-making bodies frequently considered issues pertaining to curriculum and student discipline. Three figures are included. (LMI)

EC

ED 402 700

EC 305 208

Brandwein, Paul F.

Science Talent in the Young Expressed within Ecologies of Achievement. Research-Based Decision Making Series.

National Research Center on the Gifted and Talented, Storrs, CT.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—RBDM-9510

Pub Date—Apr 95

Contract—R206R00001

Note—174p.

Available from—NRC/GT, University of Connecticut, 362 Fairfield Road, U-7, Storrs, CT 06269-2007.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Ability Identification, Classroom Environment, *Curriculum Design, Elementary Secondary Education, *Gifted, *Science Curriculum, *Science Instruction, Science Interests, Science Programs, Student Development, *Talent, Teaching Methods

This study defines some of the educational ecosystems that encourage students to discover science interests and science talent. Six interrelated constructs are discussed. Construct 1 consists of a skein of achievement-centered, goal-targeted environments that comprise the inspiring teaching and learning that can enhance the endowments of students. Construct 2 presents studies of unfavorable environments that block the goals of equal opportunity, optimum achievement in science, and the discovery of science proneness or talent. Construct 3 involves elements of formal learning in augmenting environments, focusing on instruction as an event evoking early discovery through self-identification of gifted children with a particular bent to science. Construct 4 presents a curricular structure for facilitating augmenting environments and a system for discovery and self-selection of all students for differentiated, sustainable futures in today's postindustrial world. Construct 5 suggests a mode by which students identify and select themselves to participate in differentiated programs of demanding study culminating in long-term origination inquiry. Construct 6 discusses science talent in practice and provides an operational definition of science talent. An executive summary is provided. Appendices include a list of effective science programs for students grades K-12 and a sample structure for science in elementary schools. (Contains approximately 280 references.) (Author/CR)

ED 402 701

EC 305 209

Reid, Brian D. McGuire, Michele D.

Square Pegs in Round Holes—These Kids Don't Fit: High Ability Students with Behavioral Problems. Research-Based Decision Making Series.

National Research Center on the Gifted and Talented, Storrs, CT.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Report No.—RBDM-9512

Pub Date—Sep 95

Contract—R206R00001

Note—56p.

Available from—NRC/GT, University of Connecticut, 362 Fairfield Road, U-7, Storrs, CT 06269-2007.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Ability Identification, Attention Deficit Disorders, Behavior Disorders, *Behavior Problems, Creativity, *Educational Methods, Elementary Secondary Education, *Gifted, *Gifted Disabled, Intervention, Special Programs, *Student Characteristics, Student Placement, Teacher Education

This report investigates the lack of services provided to gifted students with attention and/or behavior problems. Issues addressed include: characterizations of gifted children and the resulting prejudice against gifted children who do not meet a certain profile; the similarities among characteristics of high ability/creative children and students identified with emotional/behavioral disorders or attention deficit hyperactivity disorder; the dissonance between the gifted individual and the attitudinal environment of the school; elements in the school environment that are possible contributors to students' behavioral and learning challenges; the underachievement of gifted students; the lack of identification of gifted students who have disabilities; the tendency of educators and others to rely on distinctions among populations of children and youth, and to ignore the similarities that may exist; and the tendency of teachers to be predisposed to view negative characteristics of children and youth as indicators of behavioral disabilities, rather than as potential signs of creativity or advanced learning ability. Important implications for understanding the rationale to include students with behavioral challenges in gifted programs are provided, as well as recommendations for inservice and preservice teacher education, and considerations regarding interventions, curriculum, and adaptations in the general school environment. An executive summary is provided. (Contains 60 references.) (Author/CR)

ED 402 702

EC 305 210

Kenny, David A. And Others

The Effects of Group Composition on Gifted and Non-Gifted Elementary Students in Cooperative Learning Groups.

National Research Center on the Gifted and Talented, Storrs, CT.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—RM-95116

Pub Date—Sep 95

Contract—R206R00001

Note—162p.

Available from—NRC/GT, University of Connecticut, 362 Fairfield Road, U-7, Storrs, CT 06269-2007.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Academic Achievement, *Cooperative Learning, Elementary School Students, *Gifted, Grade 4, Grouping (Instructional Purposes), *Heterogeneous Grouping, *Homogeneous Grouping, Instructional Effectiveness, Intermediate Grades, Peer Relationship, Self Concept, Self Esteem, Social Influences, *Student Attitudes

A study of 786 fourth-grade students (229 gifted and 557 nongifted) assessed the effects of both heterogeneous and homogeneous grouping in cooperative learning settings on the performance of gifted and nongifted students. Results found that gifted fourth-grade students experienced no adverse effects as a result of interacting with nongifted students in cooperative learning groups. The gifted students did not learn less, experience a decline in self-concept, or become less popular with peers. Gifted students were seen as more friendly and better leaders, and they experienced a relative increase in social self-esteem in heterogeneous groups. The nongifted students did not experience an increase in

achievement due to the presence of a gifted student. Nongifted students in heterogeneous groups suffered from a decline in self-esteem and a decline in perception by nongifted peers on task-relevant activities. In sum, the heterogeneous grouping was found to have positive socioemotional outcomes for the gifted students and negative ones for nongifted students. Appendices include mathematics and science achievement tests, a self-perception test, a student attitude questionnaire, a content area preference scale, and mathematics curriculum worksheets. (Contains over 100 references.) (Author/CR)

ED 402 703

EC 305 211

Frasier, Mary M. And Others

Core Attributes of Giftedness: A Foundation for Recognizing the Gifted Potential of Minority and Economically Disadvantaged Students.

National Research Center on the Gifted and Talented, Storrs, CT.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—RM-95210

Pub Date—Sep 95

Contract—R206R00001

Note—53p.

Available from—NRC/GT, University of Connecticut, 362 Fairfield Road, U-7, Storrs, CT 06269-2007.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Ability Identification, American Indians, Black Students, *Economically Disadvantaged, Elementary Secondary Education, Evaluation Methods, *Gifted Disadvantaged, Hispanic Americans, Language Minorities, *Minority Groups, *Student Characteristics, *Student Evaluation

Identifiers—African Americans, Hispanic American Students, Native Americans

This report explores the characteristics of giftedness in minority, language minority, and economically disadvantaged student populations and ways to assess giftedness in these populations. A qualitative content analysis is used to analyze gifted literature to determine characteristics of gifted children in general (n=262) and characteristics of gifted children from specific cultural groups (n=95), including African Americans, Native Americans, and Hispanics. Ten core attributes of giftedness are identified: communication skills, imagination/creativity, humor, inquiry, insight, interests, memory, motivation, problem-solving, and reasoning. A general description accompanies each identified attribute. Implications are discussed for using these core attributes to facilitate educators' recognition of gifted abilities in student populations from minority or economically disadvantaged families and areas, and to guide educators in the selection of measures for identification of minority or economically disadvantaged families and areas. Recommendations for educators include the use of a variety of evaluation measures to assess giftedness and the use of standards to interpret performance on tests that accommodate the differences in the expression of gifted students from diverse backgrounds. An appendix includes a list of categories of giftedness and relevant checklist indicators for the different categories. (Contains 74 references.) (Author/CR)

ED 402 704

EC 305 212

Hunsaker, Scott L. And Others

Performance of Economically Disadvantaged Students Placed in Gifted Programs through the Research-Based Assessment Plan.

National Research Center on the Gifted and Talented, Storrs, CT.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—RM-95208

Pub Date—Aug 95

Contract—R206R00001

Note—64p.

Available from—NRC/GT, University of Connecticut, 362 Fairfield Road, U-7, Storrs, CT

06269-2007.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Ability Identification, *Academic Achievement, *Economically Disadvantaged, Elementary Secondary Education, *Evaluation Methods, *Gifted Disadvantaged, Interpersonal Competence, Parent Attitudes, Program Effectiveness, *Student Attitudes, Student Characteristics, Student Evaluation

Identifiers—Fraser Talent Assessment Profile, *Research Based Assessment Plan

This study compared the gifted program performance of 121 economically disadvantaged students identified by using the Research-Based Assessment Plan (RAP) and 166 students who were not economically disadvantaged identified through traditional identification methods. The study also compared the RAP-identified students' attitudes toward school to the attitudes of the traditionally identified students and compared the attitudes of parents of RAP-identified students toward the gifted program and the attitudes of parents of traditionally identified students. Results showed that RAP-identified students and traditionally identified students displayed significantly different performances and attitudes. On teacher ratings of performance, RAP-identified students received higher ratings on their interaction with others, while traditionally identified students had higher ratings on critical thinking. On the student attitude instrument, RAP-identified students were rated higher on: (a) helping teachers plan, (b) learning outside the classroom, (c) sitting with friends, and (d) working on special things. No significant differences were found in parent attitudes, which were generally found to be positive. Appendices include descriptions of gifted characteristics, pilot study instrumentation, the Fraser Talent Assessment Profile (which was used to record all assessment information), a scale for rating students' participation, and a parent questionnaire on students' performance. (Contains 25 references.) (Author/CR)

ED 402 705

EC 305 213

Gubbins, E. Jean, Ed.

Research Related to the Enrichment Triad Model.

National Research Center on the Gifted and Talented, Storrs, CT.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—RM-95212

Pub Date—Aug 95

Contract—R206R00001

Note—146p.

Available from—NRC/GT, University of Connecticut, 362 Fairfield Road, U-7, Storrs, CT 06269-2007.

Pub Type—Collected Works - General (020) — Reports - Research (143)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, *Creativity, *Curriculum Development, Curriculum Enrichment, *Educational Strategies, Elementary Secondary Education, Enrichment Activities, *Gifted, Inservice Teacher Education, Intervention, Performance Factors, Problem Solving, Productivity, Program Effectiveness, *Student Characteristics, Teacher Attitudes, Teaching Models, *Underachievement

Identifiers—Curriculum Compacting, *Enrichment Triad Model, Problem Finding, Talents Unlimited Program

This report highlights four research studies related to the Enrichment Triad Model, which encourages problem finding and problem solving in gifted students. The first study, "Academic Underachievement among the Gifted: Reversing School Failure" by Linda J. Emerick, identified six factors which influenced the reversal of the underachievement pattern in 10 gifted students (ages 14-20): curriculum and instruction, parents, teachers, personal interests and hobbies, goals associated with achievement, and changes in self. The second study, "Characteristics Related to High Levels of Creative/Productive Behavior in Secondary School Students: A Multi-Case Study" by Marcia A. B.

Delcourt, investigated characteristics related to creative/productive behavior in 18 high school students and revealed that the students exhibited characteristics similar to those of creative/productive adults. The third study, "The Talents Unlimited Model and Its Effects on Students' Creative Productivity" by Jane L. Newman, investigated the effectiveness of Talents Unlimited training on 147 talented students (grades 3-6), and found that those receiving training produced better products and had a lower dropout rate. The final study, "Teachers' Attitudes toward Curriculum Compacting: A Comparison of Different Inservice Strategies" by Marcia Imbeau, involved 166 teachers (grades 1-12) and sought to determine the combination of teacher variables and staff development strategies that influence teachers' use of curriculum compacting. (Each chapter contains references.) (CR)

ED 402 706

EC 305 214

Taylor, Lori A.

Undiscovered Edisons: Fostering the Talents of Vocational-Technical Students.

National Research Center on the Gifted and Talented, Storrs, CT.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—RM-95214

Pub Date—Aug 95

Contract—R206R00001

Note—48p.

Available from—NRC/GT, University of Connecticut, 362 Fairfield Road, U-7, Storrs, CT 06269-2007.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Career Awareness, Career Choice, *Career Development, Creativity, Curriculum Enrichment, *Educational Strategies, Educational Theories, *Enrichment Activities, *Gifted, High Schools, *Occupational Aspiration, Program Effectiveness, Teaching Models, Vocational Schools

Identifiers—Enrichment Triad Model

This report, based on a study of 60 gifted students from a vocational-technical high school, tested the influence of a gifted program on the career aspirations and career development of gifted vocational technical students. The program was based on Holland's theory of career development and Gottfredson's developmental theory of career aspirations. The program used the Focus On Model (based on the Enrichment Triad Model), which incorporates strategies of gifted and talented programming with the issues students face during career development. The model includes the following components: parental influence, gender roles, social orientation, and the development of a unique self. Students were provided with enrichment opportunities which expanded their exposure to various fields, developed their process skills, and involved them in creative productive investigations. Results of the program found significant heightened career aspirations for students who had participated in exploratory career and creative productivity activities. Recommendations are made for nurturing student potential, including: using a broadened conception of giftedness, using a broadened screening process, and integrating enrichment activities and career development. An appendix provides examples of enrichment activities. (Contains over 70 references.) (CR)

ED 402 707

EC 305 215

Fraser, Mary M. And Others

Educators' Perceptions of Barriers to the Identification of Gifted Children from Economically Disadvantaged and Limited English Proficient Backgrounds.

National Research Center on the Gifted and Talented, Storrs, CT.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—RM-95216

Pub Date—Sep 95

Contract—R206R00001

Note—44p.

Available from—NRC/GT, University of Con-

necticut, 362 Fairfield Road, U-7, Storrs, CT 06269-2007.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Ability Identification, *Economically Disadvantaged, Elementary Secondary Education, Evaluation Methods, *Gifted Disadvantaged, Inservice Teacher Education, Language Minorities, *Limited English Speaking, Professional Development, Student Evaluation, *Teacher Attitudes, Test Bias

This report presents results from a 10-item survey of 750 educators from 14 school sites, designed to gain insights into the perceptions educators hold regarding the problems of identifying gifted children from economically disadvantaged and limited English proficient backgrounds. Results indicated that major barriers to identification were test bias and teachers' inability to recognize indicators of potential in certain groups. Five other issues were identified as moderate barriers: students' use of nonstandard English and/or limited proficiency in the English language; differences in language experiences; parents not providing a stimulating home environment; use of narrow screening/selection processes; and teachers' prejudicial attitudes. Three issues were identified as minor barriers: beliefs that intellectual giftedness is not valued by certain groups; teachers' fears about program quality diminishing when minority and economically disadvantaged students participated; and beliefs about the limited number of gifted children who come from economically disadvantaged and limited English proficient backgrounds. The implications of these results for designing staff development programs are discussed. Appendices include the evaluation instrument used to measure educators' attitudes, descriptions of the pilot sites, and descriptions of the national field test study sites. (Contains 57 references.) (Author/CR)

ED 402 708

EC 305 216

Alvino, James

Considerations and Strategies for Parenting the Gifted Child.

National Research Center on the Gifted and Talented, Storrs, CT.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—RM-95218

Pub Date—Sep 95

Contract—R206R00001

Note—185p.

Available from—NRC/GT, University of Connecticut, 362 Fairfield Road, U-7, Storrs, CT 06269-2007.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC08 Plus Postage.

Descriptors—*Child Rearing, Creativity, Critical Thinking, Discipline, Early Childhood Education, *Educational Strategies, Elementary Education, *Enrichment Activities, *Family Environment, *Gifted, Mathematics Instruction, Parent Child Relationship, Parent Influence, *Parents as Teachers, Personality Traits, Play, Science Instruction, Social Studies, Stress Management, Talent, Thinking Skills, Writing Instruction

This monograph offers practical suggestions for interacting with gifted children at home. Section 1, "Parenting Styles Make a Difference," discusses a study on the differences in parenting styles of parents of gifted and nongifted students, describes four parental personality types that can cause or exacerbate problems in gifted children, and recommends strategies for disciplining the gifted child. Section 2, "The Enriched Environment," describes how parents can create surroundings that stimulate their gifted child. Topics discussed include how to give appropriate praise and how to recognize and help manage the stress of a gifted child. Section 3, "Nurturing Your Child's Creativity," includes strategies on how to apply creativity to family conflicts, how to foster inventing, and how to make books or booklets at home to encourage creativity. Section 4, "Critical Thinking, Research, and Study Skills," describes how parents can help enhance their children's critical thinking skills, provides homework

hints, and offers recommendations for teaching note taking. Section 5, "Academics at Home: The Core Subjects," presents information on teaching writing, math, science, and social studies. Section 6, "The Value of Play," highlights the importance of encouraging symbolic play and describes different types of games. A summary of key parenting tips is provided. (Contains 26 references.) (CR)

ED 402 709 EC 305 217

Gubbins, E. Jean. And Others

Developing the Gifts and Talents of All America's Students: NRC/GT—1990-1995.

National Research Center on the Gifted and Talented, Storrs, CT.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—RM-95218

Pub Date—Aug 95

Contract—R206R00001

Note—156p.

Available from—NRC/GT, University of Connecticut, 362 Fairfield Road, U-7, Storrs, CT 06269-2007.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Ability Identification, Educational Practices, Educational Research, Educational Strategies, Elementary Secondary Education, *Gifted, Gifted Disabled, Minority Groups, Professional Development, Program Administration, *Program Development, Program Effectiveness, Program Evaluation, Research and Development, Research Projects, *Talent

Identifiers—*National Research Center on Gifted and Talented

This monograph discusses the organization and mission of the National Research Center on the Gifted and Talented (NRC/GT) and describes the research studies and commissioned papers that the Center has sponsored. Part 1, "Dream and Design for the NRC/GT," provides an overview of the Center as an organization and describes how the research efforts have made an impact on students and practitioners throughout the country. Part 2, "Charting New Directions Based on Research," summarizes and synthesizes the research studies and commissioned papers under five main categories: (1) characteristics and identification (including the definition of giftedness and screening and identification techniques); (2) special populations (including cultural and ethnic groups and students with physical and learning disabilities); (3) program impact, options, and outcomes (including curricular and instructional differentiation and different program options); (4) professional development (including increasing the quantity and quality of teachers and providing challenging and appropriate learning options; and (5) policy, program organization, and management (including current status of programs, program organization, and program evaluation). An appendix presents a resource matrix of NRC/GT publications, displaying the research studies and commissioned papers by topics. The matrix is followed by a one-page abstract for each research study or paper and accompanying guidelines, recommendations, or conclusions. (Contains 75 references.) (Author/CR)

ED 402 710 EC 305 218

Frazier, Mary M. And Others

A New Window for Looking at Gifted Children.

National Research Center on the Gifted and Talented, Storrs, CT.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—RM-95222

Pub Date—Sep 95

Contract—GR206R00001

Note—88p.

Available from—NRC/GT, University of Connecticut, 362 Fairfield Road, U-7, Storrs, CT 06269-2007.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Ability Identification, *Classroom Observation Techniques, Curriculum Development, Economically Disadvantaged, Evalua-

tion Methods, *Gifted Disadvantaged, Inservice Teacher Education, *Limited English Speaking, Program Development, Program Implementation, Staff Development, *Student Characteristics, Student Evaluation, Teaching Models

This guidebook provides the basic information needed for inservice training in techniques for observing gifted characteristics in children from diverse population groups including economically disadvantaged and students with limited English proficiency. The training program is based on a specific Staff Development Model (SDM) and a Research-based Assessment Plan (RAP). Among seven assumptions of the SDM and RAP are the necessity of identifying giftedness through the observation of Traits, Aptitudes, and Behaviors (TABs) characteristic of gifted individuals and the importance of having TABs underlie measures used in evaluating students and designing programs and curricula. Part 1 presents a comprehensive overview of the SDM and the RAP, including their history, components, and necessary personnel. Part 2 provides specific implementation instructions ranging from such pre-planning steps as establishing necessary committees to determining a target population, and administering and interpreting the Frasier Talent Assessment Profile. Part 3 offers 16 resource sheets to help in program development, implementation, and evaluation. Part 4 includes master copies for transparencies and handouts. An appendix provides a bibliography of tests, rating scales, products, and process measures. (Contains 20 references.) (DB)

ED 402 711 EC 305 219

Baum, Susan M. And Others

The Prism Metaphor: A New Paradigm for Reversing Underachievement.

National Research Center on the Gifted and Talented, Storrs, CT.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—CRS-95310

Pub Date—Sep 95

Contract—GR206R00001

Note—74p.

Available from—NRC/GT, University of Connecticut, 362 Fairfield Road, U-7, Storrs, CT 06269-2007.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Action Research, Behavior Change, Case Studies, Classroom Research, Creativity, *Curriculum Enrichment, *Educational Strategies, Elementary Secondary Education, Etiology, *Gifted, *Intervention, Outcomes of Education, Student Attitudes, *Student Development, Student Research, Teacher Behavior, Teacher Student Relationship, *Underachievement

Identifiers—*Enrichment Triad Model

This multiple case study examined the phenomenon of gifted student underachievement, using creative productivity (Type III enrichment in Renzulli's Enrichment Triad Model) as a systematic intervention for reversing the underachievement pattern. Twelve teachers selected 17 underachieving students (ages 8 to 13) as subjects. The study first identified a variety of factors contributing to underachievement of high ability students, including emotional issues, social and behavioral problems, the lack of an appropriate curriculum, and learning and self-regulation difficulties. The study's major finding was that almost all the students made gains in achievement, attitude, or behavior during the year of or the year following the intervention. Students were differentially affected by such aspects as the relationship with the teacher and the learning of self-regulation strategies. Several teacher behaviors emerged as crucial to student success, including: (1) taking time to get to know the student; (2) focusing on positive traits of the student; (3) understanding their role as facilitator; (4) applying the role of teacher as researcher; and (5) conveying a belief in the students' abilities. Appended are a sample management plan and a sample page from a student product. (Contains 70 references.) (DB)

ED 402 712

EC 305 220

Texas Early Childhood Intervention Programs, 1997 Directory.

Texas Interagency Council on Early Childhood Intervention, Austin.

Pub Date—Nov 96

Note—47p.

Available from—Texas Interagency Council on Early Childhood Intervention, Division of Education, Communication & Information, 4900 North Lamar, Austin, TX 78751-2399; toll-free telephone: 800-250-2246.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Programs, Definitions, *Developmental Delays, *Disabilities, Disability Identification, *Early Intervention, Eligibility, Home Programs, Infants, *Organizations (Groups), Preschool Education, Referral, State Agencies, *State Programs, Toddlers

Identifiers—*Texas

The Texas Interagency Council on Early Childhood Intervention (ECI) serves 23,000 children a year and funds 71 comprehensive programs and 12 Milestones programs throughout Texas. Comprehensive programs offer a variety of services to help families who have babies and toddlers with disabilities or delays, providing services in the home or integrated community settings. Milestones programs identify newborn babies who may need further evaluation and help link parents with primary health care providers. This directory lists ECI Comprehensive and Milestones programs by city in Texas. Program names, addresses, telephone numbers, and fax numbers are provided, as well as service area information. The guide also provides information on referral and eligibility and definitions of terms used in the directory. Supplementary information includes Texas telephone numbers of various professional groups, a listing of other state and national resources, and a listing of Texas research and demonstration projects impacting children in Texas with developmental delays. (DB)

ED 402 713 EC 305 221

Walling, Linda Lucas, Ed.

Hidden Abilities in Higher Education: New College Students with Disabilities. Monograph Series, Number 21.

South Carolina Univ., Columbia. National Resource Center for the Freshman Year Experience and Students in Transition.

Report No.—ISBN-1-889271-18-7

Pub Date—96

Note—111p.

Available from—National Resource Center for the Freshman Year Experience, University of South Carolina, 1728 College Street, Columbia, SC 29208; fax: 803-777-4699; telephone: 803-777-6029 (530).

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, *Access to Education, Assistive Devices (for Disabled), College Freshmen, *College Students, Compliance (Legal), Cultural Differences, *Disabilities, Education Work Relationship, *Higher Education, Interpersonal Competence, Learning Disabilities, Legal Responsibility, School Responsibility, *Student Adjustment, Student Development, Student Evaluation, *Student Needs, Transitional Programs

Identifiers—Testing Accommodations (Disabilities)

This monograph presents 11 papers which bring together information to help administrators, faculty, and staff in institutions of higher education better understand the needs of college freshmen and other new students with disabilities, including ways to meet those needs and the legal requirements which affect decision-making about service provision. An introductory chapter notes the increasing numbers of students reporting a disability, the varying situations of such students, and commonalities. The 11 papers are: (1) "Special Talents in a Not-So-New Population" (Thomas G. West); (2) "Hidden Abili-

ties—Visible Disabilities?" (Linda Lucas Walling); (3) "The Human Factor" (William H. Jones); (4) "Multiple Stigma or Multiple Opportunity?: New Students with Disabilities from Diverse Cultural Backgrounds" (Blanche Glimps and Karen F. Davis); (5) "Students with Learning Disabilities and the Social Domain" (Nancy Mari Purcell); (6) "Marginal Beginnings but Great Endings" (Angela Renaud); (7) "A Safety Net for Success: An Approach to Transition Planning" (Jolene Bordewick); (8) "Leveling the Playing Field: Alternative Testing Arrangements" (Margaret A. Chmielewski); (9) "Lessening Stumbling Blocks to Retention through Accessible Academic Libraries" (Donna Z. Pontau); (10) "Building Bridges for Institutions of Higher Education: Assistive Technology Resources" (Robbie Ludy and Merv Blunt); and (11) "The Legal Perspective: Higher Education and Students with Disabilities" (Rosvelt Martain, Jr.). Three appendices describe communication techniques often used by people with selected disabilities; list state assistive technology projects; and list selected organizations, serials, and Internet resources. (Individual papers contain references and 20 general recommended readings are listed.) (DB)

ED 402 714 EC 305 227

Jeppson, Elizabeth S. Thomas, Josie

Essential Allies: Families as Advisors.

Institute for Family-Centered Care, Bethesda, MD.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.

Report No.—ISBN-0-9642014-1-0

Pub Date—Dec 95

Contract—MCH-247058

Note—84p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Advisory Committees, Agencies, Cooperation, Delivery Systems, *Disabilities, Family Influence, *Family Involvement, *Family Role, Human Services, Infants, Parent Participation, Participative Decision Making, Policy Formation, *Teamwork, Toddlers, Young Children

This guide is intended to help those providing services to infants and young children with special needs to work more effectively and collegially with family members at the program and policy level. The guide stresses the benefits and barriers to family participation in advisory activities and offers guidelines for promoting family participation. It also offers specific strategies for identifying families to serve in advisory capacities, approaches for supporting and maintaining their involvement, and ideas for expanding the networks of parents who provide input and guidance at the policy level. Included throughout are examples of family/professional collaboration that demonstrate the diversity of ways that families are influencing policy and practice in health and other human service organizations and institutions. The guide emphasizes approaches for involving families who, because of socioeconomic status, educational background, or language or cultural differences, have been underrepresented in advisory roles. Appendices provide sample job descriptions, samples of materials for recruiting and selecting families for staff positions, and sample documents for developing family advisory boards. (Contains 23 references.) (DB)

ED 402 715 EC 305 228

Llewellyn, Gwynnith

Support and Service Needs of Parents with Intellectual Disability: Parent Perspectives.

Pub Date—Sep 96

Note—13p.; Paper presented at the Conference on Parenting with Intellectual Disability (Denmark, September 28-29, 1996).

Pub Type—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Rearing, Delivery Systems, *Family Needs, Foreign Countries, Human Services, *Mental Retardation, *Needs Assessment, Parent Role, *Parents with Disabilities

Identifiers—Australia

A research project in Australia investigated the support and service needs of 47 parents (40 mothers and 7 fathers) with intellectual disability. The study involved interviews and questionnaires with parents, significant others, and service workers; focus groups; and a survey of generic service providers. Findings indicated that 63 percent of parents reported needing help with child care and development; 58 percent needed support in the domestic area of money management; 50 percent needed help with using community resources; and 45 percent needed help with vocational skills/training. Parents also expressed a need for help with friendships. Additionally, the study found that parents, significant others, and service workers were generally consistent on the help they thought parents needed. Service workers reported such concerns as a lack of time and high caseloads and an inability to provide the practical day-to-day help parents need. The study resulted in eight recommendations: (1) intensive, individualized support; (2) on-going funding; (3) family-centered focus; (4) accessible, available services; (5) supportive environment for parents; (6) interagency collaboration; (7) data collection; and (8) a pilot project on interagency collaboration. (Contains 10 references.) (DB)

ED 402 716 EC 305 229

Llewellyn, Gwynnith

Factors Affecting Out-of-Home Placement of Young Children with Disabilities and High Support Needs.

Pub Date—Jun 96

Note—16p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (120th, San Antonio, TX, May 28-June 1, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Programs, Decision Making, *Disabilities, *Family Attitudes, Family Role, Foreign Countries, *Influences, *Placement, *Residential Programs, Respite Care

Identifiers—Australia (New South Wales)

This paper reports on a portion of a study on community support and respite for families of children with disabilities in New South Wales (Australia). This part of the study focused on identification of factors influencing families when making decisions about caring for their young child at home or seeking an out-of-home placement. The study used ecocultural theory to examine the views of the families themselves. Ecocultural theory proposes that the central adaptive problem of all families is the construction of a sustainable, meaningful, and congruent daily routine of family life. Questionnaires were administered and interviews conducted with 171 families. Respondents were grouped into those definitely not wanting out-of-home care (n=125), those undecided about care (n=32), and those either receiving out-of-home care or seeking such care (n=10). Analysis focused on eight factors: (1) family coherence; (2) proactive involvement and use of special services; (3) integration and quality future; (4) finance; (5) father's involvement; (6) mother's availability; (7) religion; and (8) sibling involvement and concern. Families who did not want alternative care were characterized by a strong sense of responsibility and a desire to provide family care which they viewed as superior to any other type of care. Families who had sought or were seeking alternative care viewed such care as necessary for family survival—physically, emotionally, or socially. (Contains 15 references.) (DB)

ED 402 717 EC 305 231

Education of Students with Phenylketonuria (PKU): Information for Teachers, Administrators and Other School Personnel.

National Inst. of Child Health and Human Development (NIH), Bethesda, MD.

Report No.—NIH-92-3318

Pub Date—Nov 91

Contract—N01-HD-4-3807

Note—20p.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Psychology, Clinical Diagnosis, Congenital Impairments, Early Identification, Elementary Secondary Education, Genetics, *Nutrition, Outcomes of Treatment, Prevention, *Psychoeducational Methods, School Responsibility, *Severe Mental Retardation, *Special Health Problems, Teacher Responsibility, *Teacher Role

Identifiers—*Diet Therapy, *Phenylketonuria

This booklet summarizes current knowledge about phenylketonuria (PKU), an inherited condition that results in severe mental retardation if untreated, and discusses the psychoeducational implications of the condition. The introduction stresses the importance of early diagnosis (during the first days of life) and the effectiveness of a diet that avoids the amino acid phenylalanine in preventing mental retardation. Individual sections summarize information about screening, diagnosis, and incidence; diet management; the role of school personnel; the elementary student with PKU; and the adolescent student with PKU. The booklet outlines four major responsibilities of teachers, counselors, administrators, and staff when a PKU child enrolls in their school: (1) treatment of the child as a normal, healthy student; (2) establishment and maintenance of open communication with the student and parents in order to facilitate good dietary management; (3) encouraging the adolescent student to continue the restricted diet; and (4) identification of students with possible PKU who are not on the special diet. A glossary defines key terms. A list of resources includes clinics for treatment, materials for parents of young children with PKU, booklets and videos explaining PKU to children and youth, materials concerning maternal PKU, references for teachers and other professionals, and references in the medical literature. (Contains 25 references.) (DB)

ED 402 718 EC 305 232

Asthma Management in Minority Children:

Practical Insights for Clinicians, Researchers, and Public Health Planners.

National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD.

Report No.—NIH-95-3675

Pub Date—Nov 95

Note—74p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Asthma, *Black Youth, *Child Health, Community Programs, Elementary Secondary Education, Federal Programs, *Health Education, Higher Education, *Hispanic Americans, *Intervention, Medical Education, Medical Services, Minority Groups, Models, Patient Education, Public Health, Questionnaires, Research Design, Research Methodology, Rural Areas, Urban Areas

Identifiers—African Americans

This monograph summarizes asthma management conclusions developed by five studies funded under a 5-year federal program titled "Interventions for the Control of Asthma among Black and Hispanic Children." The research goals were to develop model, replicable programs to reduce asthma morbidity; decrease inappropriate use of health care resources; and enhance the quality of life of African American and Hispanic children with asthma. After an introduction, each of the five projects is briefly described. Projects focused on an urban community, a school system, a rural medical care system, a residency training program, and a public health clinic system. Practical insights gained through the projects are organized into three sections: clinical notes, research notes, and public health notes. The section on clinical notes contains insights in two general areas: patient education and

management and health professional education. The research notes section, designed for the novice researcher, offers practical tips for all stages of research including pilot studies, patient/participant identification and recruitment, patient/participant retention, staffing, questionnaires and assessment measures, design and assessment of intervention delivery, and data analysis and missing data. The public health notes section covers a variety of issues relevant to the planning and implementation phases of minority asthma interventions. These include educational content and format; modalities of implementation; recruiting, training, and retaining staff and volunteers; and barriers to implementation of intervention. Three appendices list additional minority asthma intervention projects, other resources, and instruments and forms used by the five projects. (Contains approximately 40 references.) (Author/DB)

ED 402 719

EC 305 233

Moore, Lorraine O.

Inclusion: A Practical Guide for Parents—Tools To Enhance Your Child's Success in Learning.

Report No.—ISBN-0-9644271-3-3

Pub Date—96

Note—146p.

Available from—Peytral Publications, P.O. Box 1162, Minnetonka, MN 55345; telephone: 612-949-8707; fax: 612-906-9777 (\$19.95).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Disabilities, Educational Environment, Elementary Secondary Education, Family Environment, Homework, *Inclusive Schools, *Learning Problems, Learning Processes, Mainstreaming, *Parent Participation, *Parent School Relationship, *Parent Student Relationship, Parent Teacher Cooperation, Parents as Teachers, Recordkeeping, Records (Forms), Student Evaluation

This book offers guidance for parents concerning their children with disabilities who are being educated in inclusive settings. It provides background information about how children learn and the specific difficulties experienced by children with learning problems. It suggests strategies for creating better learning environments at home and at school and for helping with reading, math, and writing skills. The book informs parents on how to measure their child's learning progress through formal ways (standardized tests, report cards) and informal ways (teacher observation, assessment of daily work and projects). Individual chapters cover the topics of: (1) inclusive education as a shared responsibility of home and school; (2) principles of collaboration between home and school; (3) reasons for learning difficulties (including specific difficulties experienced by students with a variety of mental, emotional, and physical impairments); (4) learning about the child as a student; (5) charting the child's progress; (6) creating a home environment for learning; (7) strategies for helping the child with homework; and (8) experiences and insights of parents. Appended are 22 forms for parents to use with their child or educators, a bibliography, a list of resources, and a glossary. (Contains 37 references.) (DB)

ED 402 720

EC 305 234

Hammecken, Peggy A.

Inclusion: An Essential Guide for the Paraprofessional: A Practical Reference Tool for All Paraprofessionals Working in Inclusionary Settings.

Report No.—ISBN-0-9644271-6-8

Pub Date—96

Note—143p.

Available from—Peytral Publications, P.O. Box 1162, Minnetonka, MN 55345; telephone: 612-949-8707; fax: 612-906-9777 (\$19.95).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Environment, *Classroom Techniques, *Disabilities, Elementary Secondary Education, *Inclusive Schools, Indi-

vidualized Instruction, Paraprofessional School Personnel, Regular and Special Education Relationship, Special Education, Staff Role, Teacher Aides, Teaching Methods, Teamwork

Identifiers—*Academic Accommodations (Disabilities)

This guide for paraprofessionals offers practical guidelines for assisting in inclusive classrooms. The guide presents an overview of the special education system and an assortment of strategies and ideas to implement in the general classroom environment. An introduction explains the philosophy of inclusion and differentiates it from mainstreaming. Chapter 1 briefly discusses inclusion practices and their benefits. Chapter 2 presents an overview of special education with sections on student placement, specific handicapping conditions, the roles of the various members of the multidisciplinary team, and the necessity for confidentiality. Chapter 3 focuses on the paraprofessional's role and responsibilities, with sections on scheduling and regular communication with parents and teachers. Chapter 4 considers the working relationship between the paraprofessional and the general education teacher and covers the classroom environment, principles of working with students, and different forms of classroom instruction. Chapter 5 briefly considers types of instructional modifications for students with disabilities. Chapter 6 discusses modification strategies in depth, such as modifying textbooks and daily assignments in written language, spelling, and mathematics. This chapter also describes ways to modify the learning environment; enhance the student's organizational skills; adapt directions; and deal with large group instruction, classroom assessment, and behavior and attention difficulties. An appendix includes 17 reproducible forms to assist with inclusive schooling. A glossary defines common special education terms. (DB)

ED 402 721

EC 305 236

Fender, Molly C.

Do the Planful Behaviors of Special Needs Preschoolers Affect Learning as Exhibited through Play?

Pub Date—Jul 96

Note—93p.; Master's Practicum, Malone College.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cognitive Development, Developmental Stages, *Disabilities, Early Intervention, Individualized Education Programs, *Instructional Effectiveness, Interpersonal Competence, Intervention, Learning Processes, Metacognition, *Planning, *Play, Preschool Children, Preschool Education, *Rural Education, Skill Development, Social Development, Special Education, Student Educational Objectives, Teaching Methods, Thinking Skills

This qualitative and quantitative study focused on two groups of preschoolers (ages 4-6) enrolled in rural special education classes. The study specifically examined children's planful behaviors and the relationship of planfulness to learning as exhibited through play. Also examined were children's planning levels when planning was explicitly taught versus when it was not taught. Each group was observed over time to determine planning levels and play levels at baseline and end. The treatment group of six children received 12 days of planning training intervention. Planning data and play data from both groups were categorized and analyzed to identify children's levels of social-cognitive sophistication as evidenced in their play. The findings supported the following ideas: (1) the relationship of planfulness and learning is one of practical significance, and (2) planfulness develops along a sequential continuum with teacher facilitation a key element in increasing children's planning ability. Analysis of each child's Individual Education Plan objectives revealed that objectives most frequently addressed the least sophisticated social-cognitive construct (solitary behavior) and least frequently addressed the most sophisticated social-cognitive construct (dramatic-constructive play). (Contains 46 references.) (Author/DB)

ED 402 722

EC 305 237

Bober, Patricia A. Corbett, Sandra L.

Occupational Therapy and Physical Therapy: A Resource and Planning Guide.

Wisconsin State Dept. of Public Instruction, Madison.

Report No.—ISBN-1-57337-035-5

Pub Date—96

Note—209p.

Available from—Publication Sales, Wisconsin

Department of Public Instruction, Drawer 179, Milwaukee, WI 53293-0179; telephone: 800-243-8782.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Ancillary School Services, Certification, Delivery Systems, Elementary Secondary Education, Eligibility, Federal Legislation, Individualized Programs, *Interdisciplinary Approach, Legal Responsibility, Motor Development, *Occupational Therapy, *Physical Disabilities, Physical Mobility, *Physical Therapy, Program Administration, *Staff Role, State Legislation, State Programs, Student Evaluation, Teacher Collaboration, Teaching Models, Teamwork, *Therapists

Identifiers—*Wisconsin

This guide explains how occupational therapists and physical therapists collaborate with educators, administrators, and parents to help children with disabilities in Wisconsin schools acquire needed skills. Chapter 1 provides basic historical information about occupational and physical therapy in schools and introduces a collaborative model of service provision. Chapter 2 offers descriptions and interpretations of state and federal laws that apply to occupational and physical therapy in the schools, including recent changes in licensure and certification. Chapter 3 addresses eligibility for these related services, while chapter 4 focuses on the evaluation process, program planning, and service delivery. Chapter 5 focuses on occupational therapy with its emphasis on producing and supporting purposeful activity. Chapter 6 describes physical therapy with its emphasis on motor function, especially the impact of walking and mobility on a child's life. The importance of collaboration between professionals, based on communication and ongoing understanding, is the central idea of chapter 7, which stresses that the collaborative model remains the most effective model of service delivery within school systems. Administration of occupational and physical therapy is the subject of the eighth chapter, which includes many sample administrative forms. The book concludes with a chapter of frequently asked questions. Eleven appendices provide legislation citations, contact information for agencies and other organizations, bulletins from the Wisconsin Department of Public Instruction, codes of ethics, and resource lists. (Contains 71 references.) (Author/DB)

ED 402 723

EC 305 238

Dixon, Robert And Others

Access to Curriculum: Instructional Tools for Students with Learning Difficulties.

Council for Exceptional Children, Reston, Va.

Pub Date—96

Note—55p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Concept Formation, *Educational Principles, Educational Strategies, Elementary Secondary Education, *Instructional Design, *Instructional Effectiveness, Integrated Curriculum, Knowledge Level, *Learning Disabilities, Learning Processes, *Learning Strategies, Review (Reexamination), Teaching Methods

Identifiers—Direct Instruction, Main Idea, Scaffolding

This manual identifies characteristics of instructional tools that are effective and efficient in promoting cognitive access for a broad diversity of students, especially those with learning disabilities. An introductory chapter defines "instructional tools" and considers the importance of their design,

their use in addressing student performance diversity, characteristics of students with learning difficulties, and relation of each difficulty to specific instructional implications. The next six chapters each address one broad instructional principle and its application to instructional tools. Each chapter explains the instructional principle and applies it with examples to specific content areas and to the characteristics of students with learning difficulties. These chapters cover: (1) an emphasis on big ideas (to provide the most mileage out of the least instruction); (2) use of explicit instructional and learning strategies (seen as more efficient than discovery learning for students with learning difficulties); (3) use of instructional scaffolding (students with learning disabilities are seen as likely to benefit from more scaffolding than nondisabled peers); (4) integration of interrelated knowledge areas; (5) provision of necessary background knowledge; and (6) provision of adequate, distributed, cumulative, and varied review. (Contains 44 references.) (DB)

ED 402 724 EC 305 239

Free Appropriate Public Education for Students with Handicaps: Requirements under Section 504 of the Rehabilitation Act of 1973.

Office for Civil Rights (ED), Washington, DC.
Pub Date—Sep 96

Note—18p.: For prior edition, see ED 333 708. Cover title was intended to be changed to "Disabilities" in lieu of "Handicaps," in accordance with changes in the law and other changes in the text, but inadvertently was not.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Compliance (Legal), Definitions, *Disabilities, Due Process, Educational Legislation, Elementary Secondary Education, Eligibility, Equal Education, *Federal Legislation, Free Education, *Legal Responsibility, Public Education, School Districts, Student Evaluation, Student Placement, *Student Rights

Identifiers—Individuals with Disabilities Education Act, *Rehabilitation Act 1973 (Section 504)

This pamphlet examines free appropriate public education (FAPE) requirements of Section 504 of the Rehabilitation Act of 1973, focusing on four concerns: (1) eligibility for a free appropriate public education; (2) how an "appropriate education" is defined; (3) how Section 504 provisions relate to FAPE provisions in the Individuals with Disabilities Education Act (IDEA); and (4) how a "free education" is defined. In general, all school-age children with disabilities are entitled to FAPE. Characteristics of an appropriate education include educational services that meet individual needs, education with nondisabled students, nondiscriminatory evaluation and placement, and provision of due process procedures for the review of evaluation and placement decisions. Compliance with the requirements of a "free education" may be met by the district directly or through placement in an out-of-district facility. The requirements of FAPE under IDEA are more detailed than those under Section 504, and compliance with IDEA usually also results in compliance with Section 504. However, Section 504 applies to any program receiving Education Department support and not only to states receiving federal assistance under IDEA. (DB)

ED 402 725 EC 305 255

Thomas, Dale F.

The Vocational Assessment Protocol. User's Manual [and] Profiles. Revised.

Wisconsin Univ. - Stout, Menomonee. Rehabilitation Research and Training Center on Improving Community-Based Rehabilitation Programs.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Jan 96

Note—122p.: For development and validation data, see EC 305 256.

Available from—University of Wisconsin-Stout, Research and Training Center, 214 10th Ave-

nue, Menomonee, WI 54751-2506 (\$21.75, User's Manual; \$35, Profiles).

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adults, Career Choice, Employment Potential, *Evaluation Methods, *Head Injuries, Interviews, *Neurological Impairments, Profiles, Questionnaires, Rating Scales, Test Reliability, Test Validity, Vocational Aptitude, *Vocational Evaluation, Vocational Interests, Vocational Rehabilitation

Identifiers—*Functional Assessment, *Vocational Assessment Protocol

This packet contains the user's manual and profile sheets for the Vocational Assessment Protocol (VAP), a functional skills profile of vocational-related factors intended for use in the vocational rehabilitation of persons who have acquired a traumatic brain injury. The VAP consists of nine structured rating instruments and a structural summary format. The rating instruments include two structured interviews, three clinical rating instruments, and four measures of vocational adaptability. The structural summary is intended to condense the information on strengths, critical work behaviors, and potential work problems in relation to job goals. A format for addressing referral questions, appropriateness of job goals, supervisory and support recommendations, and additional service needs is also included in the summary. The manual details the VAP's 11-step process, including: (1) gathering background information; (2) profiling clinical background information; (3) intake and assessment planning; (4) formalizing and operationalizing referral questions; (5) the intake interview; (6) initiating the evaluation; (7) identifying vocational interests and work needs; (8) situational assessment and job search; (9) situational assessment and job retention; (10) community-based job trials; and (11) developing the evaluation report and completing the structural summary. Also included is a summary of validity and reliability data. Multiple copies of blank profile sheets are attached. (Contains 10 references.) (DB)

ED 402 726 EC 305 256

Thomas, Dale F. Menz, Fredrick E.

The Vocational Assessment Protocol: Development and Validation.

Rehabilitation Inst. of Chicago, Ill.; Wisconsin Univ. - Stout, Menomonee. Rehabilitation Research and Training Center on Improving Community-Based Rehabilitation Programs.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Rehabilitation Services Administration (ED), Washington, DC.

Pub Date—Feb 96

Note—101p.: For revised user's manual and protocols, see EC 305 255.

Available from—University of Wisconsin-Stout, Research and Training Center, 214 10th Avenue, Menomonee, WI 54751-2506 (\$22.75).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adults, Community Based Instruction (Disabilities), Employment Potential, *Evaluation Methods, *Head Injuries, Interviews, Measures (Individuals), *Neurological Impairments, Profiles, Questionnaires, Rating Scales, Severe Disabilities, Supported Employment, *Test Construction, Test Reliability, Test Validity, Vocational Aptitude, *Vocational Evaluation, Vocational Rehabilitation

Identifiers—Case Management, Functional Assessment, *Vocational Assessment Protocol

This report describes a 48-month project which developed, field tested, and evaluated the utility of the Vocational Assessment Protocol (VAP) for use with persons with traumatic brain injury resulting in a severe and persistent disability. The VAP is intended to assist in the community-based vocational rehabilitation of these individuals. The VAP incorporates recognized practices and principles concerning: case management of persons having long-term medical, physical, and psychological needs; sustaining persons in various types of protected, sheltered, and competitive employment situations; and maintaining least restrictive and most

appropriate independent living arrangements. After an introductory section, Part 2 of the report discusses the nature, intent, and philosophy of the research and details development of the instrumental process, procedures, and profiles. Barriers to employment are identified and the importance of addressing these issues is stressed. The developmental research underlying the VAP's organization is described. Stages of the instrument's development are outlined and the results of conferences and roles of specific project components are summarized. Part 3 reviews how the instrumentation and procedures were developed and provides detailed discussion of how the VAP is used. Part 4 describes the samples and procedures used in the pilot study validation. Results from the pilot and validation studies are then detailed. (Contains 69 references.) (DB)

ED 402 727 EC 305 257

Presler, Betty

Health and Safety Considerations: Caring for Young Children with Exceptional Health Care Needs.

Sonoma State Univ., Rohnert Park, CA. California Inst. of Human Services.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—96

Contract—H024P30047

Note—120p.: Produced by Project EXCEPTIONAL—EXceptional Children: Education in Preschool Techniques for Inclusion, Opportunity-building, Nurturing And Learning.

Available from—Project EXCEPTIONAL, California Institute on Human Services, Sonoma State University, 1801 E. Cotati Avenue, Rohnert Park, CA 94928-3609; telephone: 707-664-2051; fax: 707-664-2017 (\$30, includes shipping).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Agency Cooperation, Caregiver Role, Child Caregivers, Community Programs, Compliance (Legal), *Day Care, *Disabilities, *Health Needs, Health Services, Inclusive Schools, Infants, Inservice Education, Preschool Education, *Safety, Safety Education, *Social Integration, *Special Health Problems, Teamwork, Toddlers, Training Methods, Young Children

This manual on health and safety considerations in caring for young children with exceptional health care needs is a product of Project EXCEPTIONAL (EXceptional Children: Education in Preschool Techniques for Inclusion, Opportunity-building, Nurturing And Learning), which has the goal of increasing the quality and quantity of inclusive child care and development options for California's young children (birth to age 5) with disabilities through development of a training model and materials to support the training of interagency community teams. The manual's text focuses on 10 key points: (1) the increasing need by children with disabilities for child care services; (2) the moral and legal responsibility of child care providers to include children with exceptional needs; (3) the rewards, risks, and responsibility of servicing these children; (4) the vast diversity in health-related conditions and need for individualized accommodations; (5) inclusion as a national, state, and local priority; (6) barriers to inclusion; (7) critical elements of quality child care; (8) best practices; (9) characteristics of a health supportive environment; and (10) the need to ensure the health and safety of every child. Much of the document consists of 13 appendices, including a listing of national parent organizations; a recommended training curriculum; authorization forms; discussion of safety issues, emergency contact information, and incident reports; recommended procedures for nutrition and feeding, diapering, and hand washing; universal precautions; information on childhood diseases; health condition fact sheets and record forms; medication records; and training activities. (DB)

ED 402 728

EC 305 260

Hulgin, Kathleen M.

Jay Nolan Community Services: The Advantages and Dilemmas of Converting Quickly from Group Homes to Supported Living Services.

Syracuse Univ., NY. Center on Human Policy. Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS). Washington, DC.

Pub Date—Sep 96

Contract—H133D50037

Note—26p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attendants, *Autism, Behavior Disorders, Case Studies, *Change Strategies, Delivery Systems, *Developmental Disabilities, Family Involvement, *Group Homes, *Independent Living, Normalization (Disabilities), Personal Autonomy, Program Development, Quality of Life, Residential Programs

Identifiers—California, *Supported Housing

This report describes the experiences of one California nonprofit agency which evolved, in less than 3 years, from supporting 65 people with autism and other challenging behaviors in 13 group homes to supporting 57 people who live in their own homes. The report describes the program's initial focus on providing integrated services in the group homes and providing community living services for individuals desiring them, and then the eventual decision to close all the group homes. Opportunities and strategies which contributed to this rapid transition are briefly summarized, noting the agency tradition of parental involvement, willingness to consider many alternatives for individuals, and utilization of diverse sources of funding. Current efforts in the evolutionary process are explained, including implementation of "circles of support" (in which the individual, family, and staff meet regularly and share decision-making); rearranged staff responsibilities (with emphasis on matching living assistants with clients); and continuous formal and informal staff development activities. Two case studies of individuals who live independently but receive support 24 hours a day, 7 days a week are presented to illustrate the positive effects of the change on the lives of individuals. (DB)

ED 402 729

EC 305 262

Protocols for Choosing Low Vision Devices.

National Inst. on Disability and Rehabilitation Research (ED/OSERS). Washington, DC.

Pub Date—Jan 93

Note—33p.; Product of the National Institute on Disability and Rehabilitation Research Consensus Validation Conference (January 25-27, 1993).

Available from—James E. Doherty, Room 3423, Department of Education, The National Institute on Disability and Rehabilitation Research, 40 Maryland Avenue, SW, Washington, DC 20202-2646; telephone: 202-205-9151.

Journal Cit—NIDRR Consensus Statement; v1 n4 Jan 25-27, 1993

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Assistive Devices (for Disabled), Decision Making, *Equipment Evaluation, *Evaluation Methods, *Low Vision Aids, *Partial Vision, *Rehabilitation, Research Needs, Selection, Visual Impairments

This consensus statement on best practices for choosing low-vision devices is a product of a 10-member expert panel which brought together a variety of disciplines as well as consumers for the purpose of synthesizing available scientific information to improve services to people with low vision. After an introductory section, the remaining sections address the following topics: (1) the clinical measurements and functional behaviors which can help define those adults who can benefit from low-vision devices; (2) the best standard clinical and functional assessment practices in vision rehabilitation; (3) assessment and referral services provided by primary care specialists; (4) the optical and functional characteristics of low-vision

devices; (5) the best practices for determining which low-vision devices maximize visual function for adults with low vision; and (6) the instruction and guided practice which best ensures successful utilization of devices. Topics of needed research in the areas of technology, environmental issues, social/cultural applied research, service delivery, basic and clinical sciences, and personnel preparation are identified. (DB)

ED 402 730

EC 305 263

Supported Employment for People with Severe Mental Retardation.

National Inst. on Disability and Rehabilitation Research (ED/OSERS). Washington, DC.

Pub Date—May 93

Note—31p.; Product of the National Institute on Disability and Rehabilitation Research Consensus Validation Conference (May 23-26, 1993).

Available from—James E. Doherty, Room 3423, Department of Education, The National Institute on Disability and Rehabilitation Research, 40 Maryland Avenue, SW, Washington, DC 20202-2646; telephone: 202-205-9151.

Journal Cit—NIDRR Consensus Statement; v1 n5 May 23-26, 1993

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change Strategies, Employment Potential, Employment Programs, Policy Formation, Program Administration, *Program Development, Program Implementation, Research Needs, *Severe Mental Retardation, *Supported Employment, Vocational Rehabilitation

This consensus report on supported employment for people with severe mental retardation was a product of a conference which brought together the expertise of consumers, practitioners, researchers, family members, and analysts. Determinants of success in supported employment for this population are identified along with critical issues for implementation, and research questions for the future. Principles agreed upon include the following: focus on supports, not labels; emphasis on the choices of the affected individuals, their families, and friends; individualized job matches; expanded involvement of people with severe mental retardation; and organizational commitment to improving choice and integration. Six specific issues are addressed: (1) the personal and functional characteristics of people with severe mental retardation who are presently included in supported employment; (2) the individualized practices and strategies currently used in successful supported employment outcomes; (3) the employer-developed strategies and practices which support successful outcomes; (4) the organizational structures and strategies which support successful implementation of supported employment; (5) the local community structures and policies (local, state, and federal) which support successful implementation; and (6) needed future research. (DB)

FL

ED 402 731

FL 023 517

Wolfram, Walt Schilling-Estes, Natalie

Linguistics and the Human Capital Initiative. A Report to the National Science Foundation.

National Science Foundation, Washington, D.C.

Pub Date—95

Note—20p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Disadvantaged, Education, Family (Sociological Unit), *Human Resources, Labor Force, *Language Research, *Language Role, Linguistic Theory, *Linguistics, *Literacy, Neighborhoods, Poverty, Research Needs

Identifiers—National Science Foundation

This report identifies a set of research questions for linguistics related to the Human Capital Initiative (HCI) launched by the National Science Foundation

to increase understanding of the nature and causes of problems related to improving human resources. It is argued that the broad scope of linguistic inquiry in the United States has significant consequences for the six designated HCI areas of concern: workforce; education; families; neighborhoods; disadvantage; and poverty. Specific research issues address: language acquisition, maintenance, and loss; caregiver language role; normative language development among minority language groups; factors in language acquisition and socialization; language acquisition and socialization as a lifelong process; communication breakdown (intergenerational, bilingual, related to disabilities); individual and group beliefs about linguistic diversity, both within and between languages; social groupings based on speech; communication patterns characterizing multicultural communities; language role in construction of identity; transfer of language skill; learning of appropriate language registers; language demands on students; literacy and literacy education; language norms; language patterns and needs in the workplace; language patterns and creation and maintenance of disadvantage; and language dynamics and poverty. Methodological needs are also discussed briefly. (MSE)

ED 402 732

FL 024 057

Dogancay-Aktuna, Seran Kamisli, Sibel

Linguistics of Power and Politeness in Turkish: Revelations from Speech Acts.

Pub Date—Aug 96

Note—35p.; Paper presented at the Annual International Linguistics Conference (8th, Ankara, Turkey, August 5-8, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cultural Context, Discourse Analysis, Foreign Countries, *Interpersonal Communication, *Language Patterns, Language Research, Linguistic Theory, Native Speakers, Power Structure, Social Behavior, Sociocultural Patterns, *Speech Acts, *Turkish, Uncommonly Taught Languages

Identifiers—*Politeness, *Turkey

This study investigated the discourse strategies used by native speakers of Turkish in carrying out speech acts of correction and disagreement to status-unequal interlocutors. Focus was on: (1) the politeness markers preferred for softening the impact of words in face-threatening speech situations where the interlocutor corrects the mistake of an addressee of unequal status and shows disagreement with the ideas or suggestions of the other and (2) the relationship between social status, power, and context and language use. Subjects were 80 individuals aged 19-22. Data were collected using a controlled, written elicitation task and analyzed statistically for patterns of positive (PP) and negative politeness (NP) markers, direct and indirect. The elicitation situations included interactions between student and professor and between corporate executive and assistant. Results indicate a preference for NP over PP across situations, although PP strategies were used more in the classroom situation than in the workplace; a questioning strategy was also used frequently in PP. Small marker differences were noted across status levels. (MSE)

ED 402 733

FL 024 059

Tse, Lucy

When Students Translate for Parents: Effects of Language Brokering.

California Association for Bilingual Education, San Diego.

Pub Date—Feb 95

Note—4p.

Journal Cit—CABE Newsletter; v17 n4 p16-17 Jan-Feb 1995

Pub Type—Information Analyses (070) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, Elementary Secondary Education, *English (Second Language), *Immigrants, *Language Minorities, Language Skills, *Limited English Speaking, Parent Background, *Parent Child Relation-

ship, Persuasive Discourse, Second Language Learning, Skill Development, *Translation Identifiers—*Language Brokering

Research indicates that nearly all language-minority children and adolescents are language brokers for their parents and other family members. Children from diverse language backgrounds and as young as eight or nine years old perform difficult and demanding linguistic and communication tasks normally done by adults, both related and unrelated to school activities. Brokering itself exposes the children to more language and helps them acquire more language skills. For immigrants and refugees, the brokering process typically begins soon after arrival in the United States. Studies also suggest that brokering helps brokers maintain native language skills as well as develop English skills. English language skills achieved through brokering are not always reflected in academic achievement, however, suggested that school settings do not provide an accurate picture of student competence. Alternative assessment methods might be developed to measure student skills more accurately. Contains 10 references. (MSE)

ED 402 734 FL 024 198

Ingram, D. E.

Languages in International Business: Some Implementational Issues.

Pub Date—Jul 96

Note—9p.; Paper presented at the NLLIA Language Expo '96 (Brisbane, Queensland, Australia, July 19-21, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Communication, Educational Needs, *Educational Policy, Foreign Countries, *International Trade, Interpreters, Language Proficiency, *Language Role, Language Teachers, Public Policy, Second Language Instruction, *Second Languages, Teacher Qualifications, Translation Identifiers—*Australia

The principal stimulus for language policy in Australia since 1990 has been economic development, particularly for promotion of international trade. Surveys show that Australian industry tends to be hesitant to enter new markets, and to focus on markets in the English-speaking world despite low growth potential. However, business and industry are beginning to acknowledge benefits of language skills and seeking to employ people having them. Surveys of industry language skill requirements suggest that where these requirements exist, they reflect high expectations that are not clearly articulated. Better specifications for vocational language needs and better methods for assessing them are needed. In addition, more language-learning resources should be made available to the business community. Greater emphasis must be placed on practical proficiency, a challenge encountered even in business schools that provide language training. A shortage of qualified language teachers also exists. In Australia, two primary policy thrusts should be: (1) refocusing of language education policy on quality, especially the attainment of useful levels of language proficiency, and (2) training language teachers to provide this proficiency level. Provision of self-supporting language services, such as telephone interpreting, to small and middle-sized companies would also be beneficial. Contains 13 references. (MSE)

ED 402 735 FL 024 205

Ingram, D. E.

The ASLPR: Its Origins and Current Developments.

Pub Date—Jul 96

Note—6p.; Paper presented at the NLLIA Language Expo '96 (Brisbane, Queensland, Australia, July 19-21, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational History, Foreign Countries, Interrater Reliability, *Language Proficiency, Language Research, *Language Tests, Languages for Special Purposes, Rating

Scales, Second Language Learning, *Second Languages, Sign Language, Teacher Qualifications, Test Construction, *Test Use, Time Factors (Learning)

Identifiers—Australia, *Australian Second Language Proficiency Ratings

The Australian Second Language Proficiency Ratings (ASLPR) is a scale that describes how second language proficiency develops on a scale from zero to native-like proficiency, providing performance descriptions in terms of practical tasks. Initially developed for English second language teaching, it has been adapted for English dialects in Australia, a number of other languages (French, Italian, Japanese, Chinese, Indonesian, Korean), and English for academic and special purposes. Two scales of language teacher proficiency have also been created. A variety of self-assessment versions for both testing learner and teacher proficiency are under development, and one project is adapting the scale to sign language. Re-evaluation and revision of the basic scale are ongoing. The ASLPR has become the standard means for stating language proficiency in Australia, with rater training programs designed to ensure test reliability. Research is under way to document the language learning process and the time needed for attainment of different proficiency levels. A number of testing projects in other countries have used the scale as a model, and international usage is increasing. (MSE)

ED 402 736 FL 024 282

Almeida, Sabou Espirito Santo Vaz de

Crioulo Grammar Made Simple.

Peace Corps (Guinea Bissau).

Pub Date—2 Sep 91

Note—56p.; Photocopied pages may not reproduce well.

Language—English, Crioulo

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Competency Based Education, *Creoles, Daily Living Skills, Dialogs (Language), Foreign Countries, *Grammar, *Interpersonal Communication, Negative Forms (Language), Pidgins, Portuguese, Pronunciation, Proverbs, Second Language Instruction, *Second Languages, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, Volunteer Training

Identifiers—*Crioulo, *Guinea Bissau, Peace Corps

This guide is designed for the language training of Peace Corps volunteers in Guinea Bissau and focuses on daily communication needs in that context. Guinea-Bissau Crioulo is a Portuguese pidgin without standardized written form that is used as the lingua franca within and among tribes. The guide consists of a brief introduction to the language, brief notes on the relationship of Guinea-Bissau Crioulo and Portuguese, pronunciation notes, a basic grammar (numerical markers, articles, personal pronouns, possessives, demonstrative pronouns, negative forms, verbs, comparative adjectives), a dictionary of grammar elements, and a series of 14 competency-based lessons on these topics: greetings; personal identification; introductions; meeting people; saying goodbye; family; human body; the home; food and restaurants; shopping in the market; tailors; laundry; giving and getting directions; and transportation. Each lesson consists of grammar notes, vocabulary and phrase lists, dialogue(s), and cultural notes. (MSE)

ED 402 737 FL 024 285

Simba, Esther M. And Others

Kiswahili Book for Peace Corps Tanzania.

Peace Corps, Arusha (Tanzania).

Pub Date—Jun 94

Note—279p.

Language—Swahili, English

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Conversational Language Courses, *Daily Living Skills, Foreign Countries, Grammar, *Interpersonal Communication, Second Language Instruction, *Second Language Learning, *Swahili, Uncommonly Taught Lan-

guages, Vocabulary Development, Voluntary Agencies, *Volunteer Training Identifiers—Peace Corps, Tanzania

This guide is designed for the Swahili language training of Peace Corps volunteers and focuses on daily communication needs in that context. It consists of a series of 76 lessons, each containing vocabulary and phrase lists, dialogue, grammar notes, and exercises. Lesson topics include: greetings and introductions; numbers; commands; questions; expressing time; family; shopping; daily activities; getting and giving directions; the human body; health; housing; banking; weather; agriculture; colors; festivals; transportation; and travel. A Swahili-to-English glossary and list of useful phrases are appended. (MSE)

ED 402 738 FL 024 286

Peace Corps/Zambia PST 1995 Special Lessons: Bemba.

Peace Corps (Zambia).

Pub Date—95

Note—94p.

Language—English, Bemba

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Bantu Languages, *Bemba, Conversational Language Courses, Daily Living Skills, Foreign Countries, Grammar, *Interpersonal Communication, Introductory Courses, Negative Forms (Language), Second Language Instruction, *Second Language Learning, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, Volunteer Training

Identifiers—Peace Corps, *Zambia

This manual is designed for the Bemba language training of Peace Corps volunteers and focuses on daily communication needs in that context. They consist of: a list of useful "survival" phrases and vocabulary; a noun and affix chart; the national anthem; a section on verb tenses and negation, with extensive grammar and usage notes; notes on interrogatives; and a series of nine lessons (trainer and trainee versions) at beginner and intermediate levels, on water, sanitation, and related health issues. The lessons aim at developing volunteer competencies in: conducting a meeting; examining processes; obtaining technical expertise; and discussing waterborne diseases. Trainer materials include a suggested scenario, cultural notes, suggested classroom techniques, vocabulary list, grammar notes, classroom exercises, and out-of-class tasks. Trainee materials include a text, cultural notes, objectives, vocabulary list, grammar notes, the same exercises and tasks, and in some cases, a self-evaluation question. (MSE)

ED 402 739 FL 024 288

Amor, Taufik Ben

A Beginner's Course in Tunisian Arabic.

Peace Corps, Tunis (Tunisia).

Pub Date—90

Note—258p.; Photocopied pages and illustrations may not reproduce clearly.

Language—Arabic, English

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Alphabets, *Arabic, Conversational Language Courses, Daily Living Skills, Dialogs (Language), Foreign Countries, Grammar, *Interpersonal Communication, Introductory Courses, Language Usage, Phonology, Regional Dialects, Second Language Instruction, *Second Language Learning, Sociocultural Patterns, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, Volunteer Training

Identifiers—*Arabic (Tunisian), Peace Corps, *Tunisia

This guide is designed for the Arabic language training of Peace Corps volunteers serving in Tunisia and focuses on daily communication skills needed in that context. It contains 15 lessons, each made up of: a teacher's guide sheet, which outlines specific objectives, contents, and materials needed; a dialogue introducing the lesson's theme; a vocabulary list, illustrations, and/or exercises; notes on

grammar and usage; in some cases, supplementary dialogue or prose passage; and additional exercises and activities. Lesson topics include: greetings; rituals; countries and nationalities; food; shopping; colors; transportation; expressing time; family; housing; seasons; health; getting help; work-related problem-solving; and religious, political, and sociocultural vocabulary. (MSE)

ED 402 740 FL 024 289

Kasiano, Aimatagi S., Comp.

Gagana Samoa Mo Pisikoa, Peace Corps Samoan Language Handbook.

Peace Corps (Western Samoa).

Pub Date—91

Note—190p.

Language—Samoan, English

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Alphabets, Conversational Language Courses, *Daily Living Skills, Dialogs (Language), Foreign Countries, Grammar, *Interpersonal Communication, Introductory Courses, Language Usage, Language Variation, Phonology, *Samoan, Second Language Instruction, *Second Language Learning, Sociocultural Patterns, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, Volunteer Training

Identifiers—Peace Corps, Western Samoa

This manual is designed for the language training of Peace Corps volunteers serving in Samoa, and focuses on daily communication skills needed in that context. It consists of 48 lessons, which include targeted competencies, phrase and vocabulary lists, cultural and usage notes, notes on grammar, and exercises. Lesson topics include: the Samoan language, including usage, alphabet, and pronunciation; greetings and introductions; light conversation; numbers; expressions of time; shopping; meeting personal needs; family; discussing work; meeting people of rank; having dinner with a host family; likes and dislikes; discussing plans; looking for someone; invitations; offering assistance; rude words; transportation; geography; weather; presenting a gift; expressing feelings; health; weddings and funerals; Samoan cricket; the calendar; and Samoan humor. (MSE)

ED 402 741 FL 024 290

Russian Supplementary Dialogues.

Peace Corps, Ashgabat (Turkmenistan).

Pub Date—94

Note—61p.

Language—Russian, English

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Alphabets, Competency Based Education, Conversational Language Courses, *Daily Living Skills, Dialogs (Language), Foreign Countries, Grammar, *Interpersonal Communication, Introductory Courses, Language Usage, Phonology, *Russian, Second Language Instruction, *Second Language Learning, Sociocultural Patterns, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, Volunteer Training

Identifiers—Peace Corps, *Turkmenistan

This manual is designed for the Russian language training of Peace Corps volunteers serving in Turkmenistan, and focuses on daily communication skills needed in that context. It consists of nine topical lessons, each containing several brief dialogues targeting specific language competencies, and exercises. Text is entirely in Russian, except for lesson titles and competencies. Lesson topics and competencies include: greetings (making acquaintance, introductions, discussing personal well-being, leaving politely); speaking to a host (asking and answering personal questions, describing family, describing housing, requesting privacy, clarifying family responsibilities); food (identifying local food, expressing likes and dislikes); shopping (asking prices, bargaining, buying food, paying and receiving change, asking assistance, clothing); asking location and giving and receiving directions; transportation (seeking public transportation, purchasing tickets, riding a bus or taxi); communications (local and international phone calls,

requesting a phone bill, mailing a letter, sending a telegram, opening a bank account); health (describing illness, answering questions about health); and social situations (beginning a conversation, discussing weather, discussing work, school, celebrating holidays). (MSE)

ED 402 742 FL 024 291

Polanco, Patricia

Manuel de Espanol para Profesores del Cuerpo de Paz—Chile (Peace Corps Teacher's Manual for Spanish—Chile). Second Edition.

Peace Corps, Santiago (Chile).

Pub Date—95

Note—117p.

Language—Spanish

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Alphabets, Conversational Language Courses, Daily Living Skills, Dialogs (Language), Foreign Countries, Grammar, *Interpersonal Communication, Introductory Courses, Language Usage, Phonology, Second Language Instruction, *Second Language Learning, Sociocultural Patterns, *Spanish, Vocabulary Development, Voluntary Agencies, Volunteer Training

Identifiers—*Chile, Peace Corps

This teaching manual is designed for the Spanish language training of Peace Corps volunteers serving in Chile, and focuses on daily communication skills needed in that context. It contains 12 topical lessons outlining targeted language and communication competencies, suggested classroom activities, phrase and vocabulary lists, grammar and usage notes, and dialogue. Lesson topics include: greetings and introductions; family and home; community and customs; expressing basic needs; food and restaurants; leisure activities; expressing likes and dislikes; discussing work; Chile and its history; discussing the Peace Corps; telephone and written communication; services; and housing. (MSE)

ED 402 743 FL 024 292

Peace Corps/Zambia PST 1995 Special Lessons. Nyanja.

Peace Corps (Zambia).

Pub Date—95

Note—91p.

Language—English, Chinyanja

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—African Languages, *Chinyanja, Conversational Language Courses, *Daily Living Skills, Dialogs (Language), Disease Control, Foreign Countries, *Grammar, *Interpersonal Communication, Introductory Courses, Language Usage, Meetings, Rural Areas, *Sanitation, Second Language Instruction, Second Language Learning, Tenses (Grammar), Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, Volunteer Training

Identifiers—Peace Corps, *Zambia

This guide is designed for language teachers training Peace Corps volunteers in Nyanja for service in Zambia, and focuses on daily communication skills in that context. It consists of a language "survival kit" of useful phrases and vocabulary, conjugation of the verb "to be," the Zambia national anthem, extensive notes on verb tenses and interrogatives, and trainer and trainee materials for nine lessons at beginner and intermediate levels. Each lesson targets a specific competency. Trainer and trainee lesson outlines include a text or dialogue, vocabulary list, grammar and usage notes, and exercises to reinforce learning; the trainer version suggests some procedures. Targeted competencies include: conducting a meeting in a rural setting; explaining the purpose of latrines; locating a well; explaining maintenance of a well; explaining to mothers how to prepare ORS; discussing waterborne diseases and their causes; giving advice on waterborne-disease treatment and prevention; identifying steps in pit latrine construction; and explaining good sustainable health practices, especially to women. (MSE)

ED 402 744 FL 024 294

Guarani I and Work Book (For Peace Corps Volunteers).

Peace Corps (Paraguay).

Pub Date—95

Note—101p. For the Guarani basic course text, see ED 200 014-015.

Language—Guarani, Spanish, English

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Alphabets, American Indian Languages, Behavioral Objectives, Conversational Language Courses, *Daily Living Skills, Dialogs (Language), Foreign Countries, Grammar, *Guarani, *Interpersonal Communication, Introductory Courses, Language Usage, Phonology, Second Language Instruction, *Second Language Learning, Sociocultural Patterns, Uncommonly Taught Languages, Units of Study, Vocabulary Development, Voluntary Agencies, Volunteer Training

Identifiers—*Paraguay, Peace Corps

This workbook is designed for the Guarani language training of Peace Corps volunteers in Paraguay, and the content focuses on daily communication needs in that context. The workbook contains nine thematic instructional units based on performance objectives. A brief introduction gives an overview of Guarani's origins, distribution, and phonology. The instructional units specify objectives and contain vocabulary and phrase lists, notes on grammar and usage, and exercises to reinforce learning. Unit topics include: greetings, introductions, and personal identification; family; describing daily work and activities; social activities; describing people; expressing time; giving and getting directions; food; and housing. The text is entirely in Spanish and Guarani, with only occasional notations in English. (MSE)

ED 402 745 FL 024 296

Wan, Yee

An Integrative Approach to Teaching English as a Second Language: The Hong Kong Case.

Pub Date—Jan 96

Note—14p. Paper presented at a Conference on English Language Learning for the 21st Century (Hong Kong, January 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Educational Environment, *Educational Strategies, Elementary Secondary Education, *English (Second Language), Foreign Countries, Grammar, *Language of Instruction, Language Skills, Prior Learning, Second Language Instruction, Skill Development, Teaching Methods

Identifiers—*Hong Kong

This paper proposes an integrative approach for teaching English as a second language to students in Hong Kong to develop their listening, speaking, reading, and writing skills in English to meet the challenge of an English curriculum. The integrative approach provides an authentic language environment for learners to develop language skills in a meaningful context by building on learners' prior knowledge on interesting and relevant topics. The approach introduces grammar rules through topical discourse, introducing different language functions (e.g., persuasive discourse, cause-and-effect sentence structure, verb tense). The "authentic" learning environment is characterized by the communicative nature of teacher-student and student-student interactions. Specific language skills are taught by engaging language learners in meaning-making strategies such as cooperative work, brainstorming, hands-on experience, problem-solving tasks, and display of visual objects, using only the target language. This approach is in contrast to Hong Kong's conventional language teaching method, in which focus is on memorization and routine practice. The teacher is crucial in creating an authentic learning environment, modeling language use rather than correcting errors, and avoiding Chinese for classroom translation. The language teaching-learning cycle has four stages: building topical knowledge; modeling the genre under focus; joint

construction of the genre; and independent construction of the genre. Contains 11 references. (MSE)

ED 402 746 FL 024 297

Wilson, Meena S. And Others

Managing Across Cultures: A Learning Framework.

Center for Creative Leadership, Greensboro, N.C. Report No.—CCL No. 173; ISBN-1-882197-25-9 Pub Date—96

Note—51p.

Available from—Center for Creative Leadership, P.O. Box 26300, Greensboro, NC 27438-6300 (\$15 plus shipping and handling and tax where applicable).

Pub Type—Books (010) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Ambiguity, Business Administration, *Cross Cultural Training, *Cultural Awareness, *Employer Employee Relationship, Identification (Psychology), *Intercultural Communication, Interpersonal Competence, Learning Processes, *Supervision, Supervisory Training, Time, *Work Environment

An approach to managing personnel across cultures is outlined. A framework is provided to help the supervisor become aware of beliefs and values that underlie the workplace preferences of managers in the United States and of other cultures. It integrates research in anthropology, cross-cultural psychology, and international business management. An introductory section defines terms and gives an overview of the framework, which proposes seven fundamental dilemmas that people of all cultures face at work: source of identity (individual/collective); goals and means of achievement (tough/tender); orientation to authority (equal/unequal); response to ambiguity (dynamic/stable); means of knowledge acquisition (active/reflective); perspective on time (scarce/plentiful); and outlook on life (doing/being). Subsequent sections further define each dilemma as a continuum of attitude and offer examples of contexts in which they arise. Examples of differing cultural responses to the dilemmas, corresponding to points on the continuum, are offered. The examples focus on workplace issues but also refer to some non-vocational contexts. A final section offers specific suggestions for applying the framework in workplace situations by informally creating, testing, and revising hypotheses about intercultural interactions, with the objective of better cultural understanding. Contains 33 references. (MSE)

ED 402 747 FL 024 298

Jung, Woo-hyun

A Pragmatic Analysis of English Passives in Second Language Acquisition.

Pub Date—Mar 96

Note—19p.; Paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (10th, Urbana, IL, March 22-23, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Discourse Analysis, *English (Second Language), Error Analysis (Language), *Error Patterns, Foreign Countries, Higher Education, Interlanguage, Language Research, Learning Processes, Linguistic Theory, Majors (Students), *Pragmatics, *Second Language Learning, Sociocultural Patterns, *Transfer of Training, Writing (Composition)

Identifiers—*Koreans, *Passives

A study investigated Koreans' use and misuse of the English passive, from a pragmatic perspective, with attention to the possible source of errors. Subjects were 200 college students at two universities in Korea who were English majors or minors or taking English as an elective course, divided equally between sophomores and juniors. The subjects wrote argumentative essays in English about one of two scientific topics selected to elicit passive usage. Essays were analyzed for pragmatic errors in use of

the passive, either discourse functional errors (violation of role prominence or violation of defocusing) or emotional functional errors related to the Korean prevalence of the emotional function of the passive. Results indicate that more emotional than functional discourse errors occurred, suggesting negative transfer, and that despite the relative similarity of the discourse functions in Korean and English, Korean learners did make discourse functional errors, possibly due to erroneous assumptions about the English passive and active voices and possibly due to the sociocultural factor of prestige. There also appeared to exist a hierarchy of acceptability of pragmatic errors. Contains 9 references. The essay writing assignment is appended. (MSE)

ED 402 748 FL 024 299

Jung, Woo-hyun

A Contrastive Discourse Analysis of Passives in English and Korean.

Pub Date—Mar 96

Note—19p.; Revised version of a paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (10th, Urbana, IL, March 22-23, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Contrastive Linguistics, Discourse Analysis, *English (Second Language), Foreign Countries, *Korean, *Language Patterns, Language Research, *Linguistic Theory, *Pragmatics, Uncommonly Taught Languages

Identifiers—*Passives

A study compared functional similarities and differences in the passive in English and Korean, examining several pragmatics theories (given/new information, theme-rheme structure, foregrounding/backgrounding, defocusing, role prominence, emotional function) for their explanations of the functions of the passives. It is concluded that there is a relative similarity in discourse functions of the passive in English and Korean, since the passive can be accounted for best in the two languages by the theory of role prominence. Great difference was found in the emotional function of the passive in the sense that emotional function is much more pervasive in Korean than in English. Implications for learning the passive in English are considered briefly. Contains 18 references. (MSE)

ED 402 749 FL 024 300

Buckley, Setsuko

A Study of Field-Independent/Field-Dependent Cognitive Styles of Japanese Students and Correlations with their Academic Achievement in Two American High Schools.

Pub Date—92

Note—142p.; Doctoral Dissertation, University of Washington.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, *Cognitive Style, Comparative Analysis, *Cultural Traits, *Field Dependence Independence, Foreign Students, High School Students, High Schools, Scores, Secondary Education, *Sex Differences, Student Characteristics, White Students

Identifiers—Group Embedded Figures Test, *Japanese People

A study identified cognitive styles (as measured by field independence/dependence, FI/D) of 21 Japanese students in two American high schools, in comparison with 63 white-American students. It examined how cognitive styles may relate to academic achievement (as measured by grade point average (GPA) and test scores), gender, and number of years in American schools. It was hypothesized that Japanese students are field independent with no significant differences from white Americans, and that FI has a significant, positive correlation with math achievement but not with verbal achievement or years in American schools. The Group Embedded Figures Test (GEFT) was administered as a measure of FI/D, and hypotheses tested statistically.

Results show the Japanese students were highly FI and that their GEFT scores were significantly higher than those of white American students. No significant gender differences in GEFT were found within each group. No significant correlations were found between GEFT and academic achievement or number of years in American schools among Japanese students. However, significant gender and culture differences were found in the two groups' achievement patterns. (Author/MSE)

ED 402 750 FL 024 301

Mehta, Sheila And Others

"They're All Alike to Me": Student Acceptance of Foreign Students.

Pub Date—9 Aug 96

Note—26p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 9, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bias, College Students, Comparative Analysis, *Ethnic Bias, Ethnic Groups, *Foreign Students, Higher Education, Immigrants, *Peer Relationship, *Sex Differences, *Student Adjustment, *Student Attitudes, Success

A study investigated college students' (n=207) attitudes toward foreign students. Subjects read a job summary of a student applicant and evaluated the candidate for job success potential, likability, and likelihood of personal adjustment. They were then given an opportunity to volunteer or decline to offer various degrees of hospitality to the candidate. Sex and qualifications of the candidates were held constant; the only variable was national origin: Africa; East (China or India); or West (France or United States). The American students rated students from Africa lower on likability and personal adjustment than they did candidates from the West. No differences were found on job success and hospitality measures. Gender and ethnicity of the evaluators proved to be important factors. Implications for immigrants, international students, and various social psychological theories of prejudice are discussed. Contains 37 references. (Author/MSE)

ED 402 751 FL 024 302

Andresen, Julie Tetel

Linguistics in America, 1769-1924: A Critical History.

Report No.—ISBN-0-415-13259-2

Pub Date—95

Note—314p.

Available from—Routledge, 29 West 35th Street, New York, NY 10001-2299 (paperback: ISBN-0-415-13259-2, \$20.95).

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*American Indian Languages, Anthropology, *Educational History, Educational Trends, *Language Research, *Linguistic Theory, *Professional Associations, Trend Analysis

Identifiers—United States

The history of linguistics in the United States is chronicled from the founding of the American Philosophical Society in 1769 to the emergence of the American Linguistic Society in 1924. An introductory chapter outlines the goals of linguistic historiography and the rationalizations behind the definitions of the periods examined here. Subsequent chapters discuss events, writings, and trends in these periods: 1769 through 1815, when a political conception of language prevailed in colonial and post-colonial America; 1815 to 1842, a period of expansion and early attention to American Indian languages; 1842 to 1894, the formal institutionalization of American linguistics, from the founding of the American Oriental Society and American Ethnological Society to the death of Dwight Whitney, who was actively involved in the organization of a number of linguistics-related societies; 1875 to 1900, during which English studies diverged from those of the "science of language"; and 1900 to 1924, the period of Leonard Bloomfield's early

career. Contents are indexed. Contains 297 references. (MSE)

ED 402 752 FL 024 304

Calteaux, Karen

Standard and Non-Standard African Language Varieties in the Urban Areas of South Africa. Main Report for the STANON Research Programme.

Human Sciences Research Council, Pretoria (South Africa).

Report No.—ISBN-0-7969-1754-X

Pub Date—96

Note—258p.

Available from—HSRC Publishers, 134 Pretorius Street, Pretoria 0001, South Africa.

Pub Type—Books (010) — Reports - Descriptive (141)

EDRS Price — MF01/PC11 Plus Postage.

Descriptors—*African Languages, Diachronic Linguistics, Foreign Countries, Geographic Distribution, Language Classification, *Language Role, *Language Variation, Languages, *Linguistic Borrowing, Phonology, *Standard Spoken Usage, Uncommonly Taught Languages, *Urban Areas

Identifiers—*South Africa

This report provides data on standard and non-standard African language varieties occurring in urban areas of South Africa, drawn from nine smaller reports. It illustrates the language use patterns in black urban communities and describes the language varieties spoken in them. It was found that the impact of non-standard varieties on the use of standard African languages is reflected clearly in their grammatical systems. Main sources of influence are the European languages of daily contact. Grammatical adaptation of the standard African languages, in the form of lexical adoption from foreign languages, is a major focus of the report. Implications of the study's results for African language planning and for education are discussed. Chapters address these topics: research origins, background, and methodology; theoretical bases in research on sociolinguistics, multilingualism, language change, linguistic borrowing, language variation, and language use within a speech community; language use patterns in black urban communities, both general and specific; the nature of phonological change; the nature of morphological change; syntactic change; semantic shift; language interference in the schools; language planning in this context; and implications for South African education policy and practice. Contains 124 references. (MSE)

ED 402 753 FL 024 305

Spanish Language Workbook (In Development).

Peace Corps, Santiago (Chile).

Pub Date—Feb 95

Note—105p.

Language—Spanish

Pub Type—Guides - Classroom - Learner (051)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Business Administration, Conversational Language Courses, Daily Living Skills, Foreign Countries, Grammar, *Interpersonal Communication, Language Patterns, *Languages for Special Purposes, Office Management, Second Language Instruction, *Second Language Learning, *Spanish, Vocabulary Development, Voluntary Agencies, Volunteer Training, Workbooks

Identifiers—*Chile, Peace Corps

This guide is designed for the Spanish language training of Peace Corps workers in Chile and reflects daily communication needs in that context. The workbook contains a series of sentence completion exercises at the intermediate to advanced level, notes and exercises on metric system conversion, verb/substantive lists, specialized vocabulary lists (occupations, occupational functions, business and business administration, office operations, finance, marketing, planning, sales), and a series of exercises using the technical vocabulary. Text is entirely in Spanish, except for technical vocabulary definitions, which are in English. (MSE)

ED 402 754 FL 024 306

Language Correspondence Course (Community Entry Language Preparation): Tagalog, Modules 1-21.

Peace Corps, Manila (Philippines).

Pub Date—[94]

Note—366p.; Photographs and some other pages may not reproduce well.

Language—Tagalog, English

Pub Type—Guides - Classroom - Learner (051)

EDRS Price — MF01/PC15 Plus Postage.

Descriptors—Conversational Language Courses, *Daily Living Skills, Dialogs (Language), Food, Foreign Countries, Grammar, Independent Study, *Interpersonal Communication, Language Patterns, Second Language Instruction, *Second Language Learning, *Tagalog, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, Volunteer Training

Identifiers—Peace Corps, *Philippines

This guide is designed for Tagalog language training of Peace Corps workers in the Philippines and reflects daily communication needs in that context. It consists of 21 learning modules to be used in independent study. Each module contains a list of the targeted language competencies and related phrases, a dialogue or text, vocabulary list, grammar notes, usage, vocabulary and grammar exercises, a cultural activity, and an answer key. Module topics include: greetings and introductions, explaining work assignments in conversational contexts, making and responding to offers of help, invitations, small talk, sharing news and expressing feelings, giving and receiving compliments, clarifying communication, controlling conversation, focusing communication, food, locating sources for needed items, obtaining special or custom-ordered items, and making and arranging repairs or service. (MSE)

ED 402 755 FL 024 307

Choura, Abdesslem

Competency Based Language Education Curriculum Guide. [Tunisian Arabic].

Peace Corps (Tunisia).

Pub Date—Dec 93

Note—98p.

Language—Arabic, English

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—*Arabic, Conversational Language Courses, Curriculum Guides, Daily Living Skills, Foreign Countries, Grammar, *Interpersonal Communication, Language Patterns, Second Language Instruction, *Second Language Learning, Vocabulary Development, Voluntary Agencies, Volunteer Training

Identifiers—*Arabic (Tunisian), Peace Corps, *Tunisia

This curriculum guide is designed for the Arabic language training of Peace Corps workers in Tunisia, and reflects daily communication needs in that context. An introductory section describes the materials' organization and competency-based approach, and lists the 28 specific competencies targeted and the constructions taught within each competency. Subsequent sections address the competencies individually, listing the lesson topic, competency, specific constructions (in Arabic) for the lesson in each language skill area (listening, speaking, reading, writing), vocabulary list, cultural notes, and additional references. Topics include greetings and introductions, self-identification, classroom communication, postal services, telephone use, shopping, food and restaurants, describing preferences, requesting directions, family and family life, seeking medical assistance, transportation, describing work, travel, obtaining needed papers, responding to incidents, housing, invitations, emergency assistance, clothing, appropriate response in political and religious discussions, health, kitchen utensils and cooking, responding to police identity checks, and bargaining. Brief notes on trainee evaluation are appended. (MSE)

ED 402 756 FL 024 308

Papazian, Elaine Ray, S. B.

India - 103 Agricultural Extension. Madhya Pradesh Hindi Language.

Peace Corps (India).

Pub Date—83

Note—394p.; May not reproduce well due to uneven type.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price — MF01/PC16 Plus Postage.

Descriptors—*Agriculture, Alphabets, Conversational Language Courses, Daily Living Skills, Foreign Countries, Grammar, Handwriting, *Hindi, *Interpersonal Communication, Language Patterns, *Languages for Special Purposes, Second Language Instruction, *Second Language Learning, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, Volunteer Training

Identifiers—*India, Orthography, Peace Corps

This guide is designed for Hindi language training of Peace Corps workers in agriculture in India and reflects daily communication needs in that context. It consists of notes on Hindi phonology and pronunciation and a series of lessons on description, common phrases, and grammatical constructions. The 41 lessons are presented in four sections, each containing a group of lessons, a list of sentences and phrases, dialogues and dialogue-related exercises, and grammar notes. The last section also includes a series of seven conversational situations for role-playing, notes on working with a tutor, a verb chart, and 10 lessons on writing Hindi script. (MSE)

ED 402 757 FL 024 309

Kazakh Language Course for Peace Corps Volunteers in Kazakhstan.

Peace Corps, Almaty (Kazakhstan).

Pub Date—May 95

Note—171p.

Language—English, Kazakh

Pub Type—Guides - Classroom - Learner (051)

EDRS Price — MF01/PC07 Plus Postage.

Descriptors—Acculturation, Alphabets, Competency Based Education, Contrastive Linguistics, Conversational Language Courses, *Daily Living Skills, Dialogs (Language), Food, Foreign Countries, Grammar, Health Services, *Interpersonal Communication, Language Patterns, Morphology (Languages), Phonology, Pronunciation Instruction, Second Language Instruction, *Second Language Learning, Telephone Usage Instruction, Transportation, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, *Volunteer Training, Weather

Identifiers—*Kazakh, *Kazakhstan, Peace Corps, Shopping

This guide is designed for Kazakh language training of Peace Corps workers in Kazakhstan, and reflects daily communication needs in that context. It consists of an introductory chapter and a series of 10 theme-based competency-based language lessons. The introduction contains background information on the language, its alphabet, the Kazakh people, Kazakh phonology and morphology, some basic differences between Kazakh and English, and notes on terms of address. Each lesson lists the targeted language competencies, targeted grammatical structures, brief dialogues, vocabulary list, cultural notes, and a number of exercises in sentence completion, pattern drill, and translation. Lesson Topics include: greetings and introductions; family; food; shopping; clothing; invitations and social functions; getting and giving directions; using postal services; weather; and discussing work. (MSE)

ED 402 758 FL 024 312

Ilonggo Language Packet.

Peace Corps, Manila (Philippines).

Pub Date—[90]

Note—346p.

Language—English, Hiligaynon

Pub Type—Guides - Classroom - Learner (051)

EDRS Price — MF01/PC14 Plus Postage.

Descriptors—Class Activities, Competency Based Education, Conversational Language Courses, Daily Living Skills, Foreign Coun-

tries, Grammar, *Interpersonal Communication, Language Patterns, Second Language Instruction, *Second Language Learning, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, *Volunteer Training

Identifiers—*Hiligaynon, Peace Corps, *Philippines

This guide is designed for Ilonggo (Hiligaynon) language training of Peace Corps workers in the Philippines, and reflects daily communication needs in that context. It consists of: phrase lists for a wide range of daily activities and needs; a list of targeted core language competencies, at three proficiency levels, for those daily activities; an Ilonggo-to-English glossary; a workbook with illustrated exercises for language practice and skill reinforcement; and extensive grammar notes. (MSE)

ED 402 759 FL 024 314

Meman, Paz B.

Viracnon Language Packet.

Peace Corps, Manila (Philippines).

Pub Date—[90]

Note—324p.

Language—English, Bikol

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Bikol, Competency Based Education, Conversational Language Courses, Daily Living Skills, Foreign Countries, Grammar, *Interpersonal Communication, Language Patterns, Second Language Instruction, *Second Language Learning, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, *Volunteer Training

Identifiers—Peace Corps, *Philippines

This guide is designed for Viracnon (Bikol) language training of Peace Corps workers in the Philippines, and reflects daily communication needs in that context. It consists of: phrase lists for a wide range of daily activities and needs; a list of targeted core language competencies, at three proficiency levels, for those daily activities; a Viracnon-to-English glossary; a workbook with illustrated exercises for language practice and skill reinforcement; and extensive grammar notes. (MSE)

ED 402 760 FL 024 316

Nzioka, Mary And Others

Kiswahili Competency Based Manual. Revised.

Peace Corps (Kenya).

Pub Date—95

Note—136p.

Language—English, Swahili

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Acculturation, Community Services, Competency Based Education, Conversational Language Courses, *Daily Living Skills, Dialogs (Language), Family (Sociological Unit), Food, Foreign Countries, Grammar, Health, *Interpersonal Communication, Language Patterns, Monetary Systems, Second Language Instruction, *Second Language Learning, Social Behavior, *Swahili, Telecommunications, Transportation, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, *Volunteer Training

Identifiers—*Kenya, Peace Corps, Shopping

This guide is designed for Swahili language training of Peace Corps workers in Kenya, and reflects daily communication needs in that context. It consists of a series of topical lessons that contain simple dialogues, a vocabulary list, explanatory grammar notes, several exercises, and cultural notes. Lesson topics include greetings and introductions, numbers and counting, money and prices, food and restaurants, family, shopping, expressing time and date, describing age and birthday, discussing work, describing location, giving and getting directions, travel, weather, clothing, colors, body parts, health and illness, cooking, hotels, and recreational activities. Supplementary vocabulary lists are appended. Only vocabulary definitions, exercise instruction, and notes are in English. (MSE)

ED 402 761 FL 024 317

Eis, Tiina K.

Estonian Language Competencies for Peace

Corps Volunteers in the Republic of Estonia.

Peace Corps, Washington, D.C.

Pub Date—92

Note—174p.

Language—English, Estonian

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Acculturation, Classroom Communication, Community Services, Competency Based Education, Conversational Language Courses, *Daily Living Skills, Dialogs (Language), *Estonian, Food, Foreign Countries, Grammar, Health, *Interpersonal Communication, Language Patterns, Monetary Systems, Morphology (Languages), Phonology, Proverbs, Second Language Instruction, *Second Language Learning, Social Behavior, Syntax, Telecommunications, Transportation, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, *Volunteer Training

Identifiers—*Estonia, Peace Corps

This guide is designed for Estonian language training of Peace Corps workers in Estonia, is intended for use in a competency-based language training program, and reflects daily communication needs in that context. It consists of 52 lessons, each addressing a specific language competency, organized in 14 topical units. An introductory section gives background information on the Estonian language, its phonology, morphology, and syntax. The instructional units follow. Each is prefaced by a page describing an aspect of Estonian culture. The lessons include a statement of the targeted competency, a brief dialogue, vocabulary list, explanatory grammar and vocabulary notes, and pronunciation notes. Some lessons include a proverb. Unit topics include personal identification, classroom orientation, conversation with host counterpart or family, communication services, food, money, transportation, giving and getting directions, shopping, invitations and social situations, community services, discussing work, and health and illness. Appended materials include a list of the competencies, dialogue translations, additional grammatical constructions, additional topical vocabulary, and an Estonian-English glossary. (MSE)

ED 402 762 FL 024 318

Matovu, Kasalina And Others

Luganda Self-Instructing Learner's Manual.

CHP International, Inc., Oak Park, IL.

Spons Agency—Peace Corps, Washington, D.C.

Pub Date—94

Note—158p.

Language—English, Ganda

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Acculturation, African Languages, Bantu Languages, Community Services, Competency Based Education, Conversational Language Courses, *Daily Living Skills, Dialogs (Language), Food, Foreign Countries, *Ganda, Grammar, Health, *Interpersonal Communication, Language Patterns, Second Language Instruction, *Second Language Learning, Social Behavior, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, *Volunteer Training

Identifiers—Peace Corps, Shopping, *Uganda

This guide is designed for Luganda (Ganda) language training of Peace Corps workers in Uganda, and reflects daily communication needs in that context. It consists of an introduction on use of the materials and a series of topical instructional units addressing specific language competencies. Each unit includes the targeted competency and a behavioral objective, text or dialogue, several grammar and vocabulary exercises, and grammar and cultural notes. Unit topics include greetings and leave-takings, introductions, food and drink, daily activities, health, friendship, home, transportation, health and parts of the body, climate and clothing, and typically difficult Luganda expressions for non-Bantu speakers. Appended materials include verb lists and topical vocabulary lists. (MSE)

ED 402 763 FL 024 319

Haznedari, Ismail Repishti, Sami

Albanian Language Competencies for Peace

Corps Volunteers in Albania.

Peace Corps, Washington, D.C.

Pub Date—92

Note—273p.

Language—English, Albanian

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Acculturation, *Albanian, Classroom Communication, Community Services, Competency Based Education, Conversational Language Courses, *Daily Living Skills, Dialogs (Language), Family (Sociological Unit), Food, Foreign Countries, Grammar, Health, Housing, *Interpersonal Communication, Language Patterns, Monetary Systems, Second Language Instruction, *Second Language Learning, Social Behavior, Telecommunications, Transportation, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, Volunteer Training

Identifiers—*Albania, Peace Corps, Shopping

This guide is designed for Albanian language training of Peace Corps workers in Albania, is intended to be used in a competency-based language training program, and reflects daily communication needs in that context. It consists of an introductory section on the history, alphabet, and phonology of the Albanian language and a series of 14 topical instructional units. Each unit contains a page or more of information about an aspect of Albanian culture and between four and nine lessons, each targeting a specific language competency. Lessons include the targeted competency, a brief dialogue, vocabulary list(s), grammar and vocabulary notes, and pronunciation notes. Unit topics include classroom communication, a conversation with a host counterpart or family, expressing time and date, food, housing, communications services, transportation, giving and getting directions, shopping, invitations and social behavior, using community services, discussing work, health and medical services, and international relations. Appended materials include a list of competencies, dialogue translations in English, additional notes on grammar, vocabulary for expressing date and season, and an Albanian-English glossary. (MSE)

ED 402 764 FL 024 320

Viksnins, Helen M.

Latvian Language Competencies for Peace

Corps Volunteers in the Republic of Latvia.

Peace Corps, Washington, D.C.

Pub Date—92

Note—147p.

Language—English, Latvian

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Acculturation, Classroom Communication, Community Services, Competency Based Education, Conversational Language Courses, *Daily Living Skills, Dialogs (Language), Family (Sociological Unit), Food, Foreign Countries, Grammar, Health, *Interpersonal Communication, Language Patterns, *Latvian, Monetary Systems, Second Language Instruction, *Second Language Learning, Social Behavior, Telecommunications, Transportation, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, *Volunteer Training

Identifiers—*Latvia, Peace Corps, Shopping

This guide is designed for Latvian language training of Peace Corps workers in Latvia, is intended for use in a competency-based language training program, and reflects daily communication needs in that context. It consists of an introductory section on the history, alphabet, and phonology of the Latvian language and a series of 13 topical instructional units. Each unit contains a page of information about an aspect of Albanian culture and between one and seven lessons, each targeting a specific language competency. Lessons include the targeted competency, a brief dialogue, vocabulary list(s), grammar and vocabulary notes, and in many cases, pronunciation notes. Unit topics include greetings and introductions, classroom communica-

tion, conversation with a host counterpart or family, money communications services, food, transportation, giving and getting directions, shopping, invitations and social behavior, discussing work, and health and medical services. Appended materials include dialogue translations in English, additional grammar notes, and a Latvian-English glossary. (MSE)

ED 402 765

FL 024 321

Amraa, J. Nadya, S.

English-Mongolian Phrase Book.

Peace Corps, Ulaanbaatar (Mongolia).

Pub Date—92

Note—83p.

Language—English, Mongolian

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Acculturation, Community Services, Competency Based Education, Conversational Language Courses, *Daily Living Skills, Dialogs (Language), Family (Sociological Unit), Food, Foreign Countries, Grammar, Health, *Interpersonal Communication, Language Patterns, Monetary Systems, *Mongolian, Second Language Instruction, *Second Language Learning, Social Behavior, Telecommunications, Time, Transportation, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, *Volunteer Training

Identifiers—*Mongolia, Peace Corps, Shopping

The phrase book is intended for use by Peace Corps workers in Mongolia, and reflects daily communication needs in that context. Phrases and vocabulary are presented first in English, then in Mongolian translation (in Cyrillic alphabet), on the following topics: greetings and introductions; discussing work; expressing thanks and congratulations; apologies; discussing language and clarifying communication; family and age; questions; personal and demonstrative pronouns; making requests; giving and getting directions; food and restaurants; shopping for clothing; weather; money and numbers; expressing time, season, and date; color; postal and telephone services; and health and illness. Contents are indexed. (MSE)

ED 402 766

FL 024 323

Espanol I: Manual (para Peace Corps Volunteers) (Spanish I: Manual (for Peace Corps Volunteers)).

Peace Corps, Montevideo (Uruguay).

Pub Date—93

Note—146p.

Language—English, Spanish

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Acculturation, Classroom Communication, Community Services, Competency Based Education, Conversational Language Courses, *Daily Living Skills, Dialogs (Language), Family (Sociological Unit), Food, Foreign Countries, Grammar, Health, *Interpersonal Communication, Language Patterns, Monetary Systems, Pronunciation Instruction, Second Language Instruction, *Second Language Learning, Social Behavior, *Spanish, Telecommunications, Transportation, Vocabulary Development, Voluntary Agencies, *Volunteer Training

Identifiers—Peace Corps, *Uruguay

This guide is designed for Spanish language training of Peace Corps workers in Uruguay, and reflects daily communication needs in that context. It consists of 11 instructional units, each addressing four to seven specific language competencies. A table of contents outlines the targeted competencies and content for each unit. The units contain several brief texts and/or dialogues, vocabulary and phrase lists, grammar notes, pronunciation notes, and a series of completion and pattern drill exercises. Topics within the units include greetings and introductions, numbers, professions, self-introduction, describing family, food, money, community services, daily activities, expressing time, transportation, expressing likes and dislikes, weather, health and wellness, giving and getting directions, invita-

tions and social behavior, housing, clothing, and telephone usage. (MSE)

ED 402 767

FL 024 324

Bobov, Valery A. And Others

Russian Language Course for Peace Corps Trainees in Russia.

Peace Corps, Saratov (Russia).

Pub Date—94

Note—609p.

Language—English, Russian

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF03/PC25 Plus Postage.

Descriptors—Acculturation, Classroom Communication, Community Services, Competency Based Education, Conversational Language Courses, *Daily Living Skills, Dialogs (Language), Family (Sociological Unit), Food, Foreign Countries, Grammar, Health, *Interpersonal Communication, Language Patterns, Monetary Systems, *Russian, Second Language Instruction, *Second Language Learning, Social Behavior, Telecommunications, Transportation, Vocabulary Development, Voluntary Agencies, *Volunteer Training

Identifiers—Peace Corps, *Russia, Shopping

This guide is designed for Russian language training of Peace Corps workers in Russia, and reflects daily communication needs in that context. It consists of seven instructional units. An introductory section gives an overview of the Russian language, Cyrillic alphabet, phonology, and morphology. The first instructional unit is intended as a 1-week introductory course, presented as a game with mnemonic aids, many immediately useful phrases and expressions, and pronunciation aids. This unit is followed by a separate module on reading and speaking Russian. The remaining units each contain several lessons targeting specific language competencies. Lessons consist of a list of competencies and structures to be addressed, text and dialogues, exercises, and notes and exercises for each structure. Lesson topics include: greetings and introductions, formal and informal; clothing; hotels; telephone usage; food; social behavior; currency; giving and getting directions; clothing; colors; shopping; family; professions; discussing likes, dislikes, and activities; making appointments; understanding street talk; sightseeing; health and medical problems; social behavior with a host; travel; cooking; discussing and signing a contract; emergencies; and household items. Text is almost entirely in Russian. Appended materials include an answer key, grammar notes, and grammar charts. (MSE)

ED 402 768

FL 024 326

Meman, Paz B.

Tagalog Language Packet.

Peace Corps, Manila (Philippines).

Pub Date—[90]

Note—367p.

Language—English, Tagalog

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Acculturation, Classroom Communication, Community Services, Competency Based Education, Conversational Language Courses, *Daily Living Skills, Dialogs (Language), Family (Sociological Unit), Food, Foreign Countries, Grammar, Health, *Interpersonal Communication, Language Patterns, Monetary Systems, Second Language Instruction, *Second Language Learning, Social Behavior, *Tagalog, Telecommunications, Transportation, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, *Volunteer Training

Identifiers—Peace Corps, *Philippines, Shopping

This guide is designed for Tagalog language training of Peace Corps workers in the Philippines, and reflects daily communication needs in that context. It consists of: a quick reference to common expressions and phrases; a series of topical vocabulary and phrase lists; targeted core language competencies, at three proficiency levels; a Tagalog-to-English glossary; a workbook containing drill, completion, matching, identification, and sentence

construction exercises; and extensive grammar notes. (MSE)

ED 402 769

FL 024 327

Troyer, Gene van, Ed. And Others

On JALT 95: Curriculum and Evaluation. Proceedings of the JALT International Conference on Language Teaching/Learning (22nd, Nagoya, Japan, November 1995).

Japan Association for Language Teaching, Tokyo.

Report No.—ISBN-4-9900370-1-6

Pub Date—Sep 96

Note—363p.; For individual sections, see FL 024 328-334.

Available from—Japan Association for Language Teaching, Urban Edge Building, 5th Floor, 1-37-9 Taito, Taito-Ku, Tokyo 110, Japan (2500 Yen).

Language—English, Japanese

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Bilingualism, Business Communication, Cognitive Style, Competency Based Education, *Computer Assisted Instruction, Computer Networks, Cultural Awareness, *Curriculum Design, Educational History, Elementary Secondary Education, English (Second Language), Foreign Countries, Futures (of Society), Intercultural Communication, Language Skills, Second Language Instruction, Second Language Learning, *Second Languages, *Student Evaluation

Identifiers—Content Area Teaching, *Japanese People

The conference proceedings include 62 papers on aspects of language teaching and learning, organized in seven sections: looking back, looking forward (history of language teaching, future directions); curriculum design (curriculum development, competency-based curricula, content-based instruction, global issues in curriculum and evaluation, instructional materials, business English); computers and language learning (creating and selecting software, learning strategies, language laboratory use, computer network use, scope and limitation of computer-assisted language learning); classrooms and culture (intercultural/interpersonal communication, student behavior norms, learning styles of Japanese, Japanese student non-verbal behavior, sociocultural patterns and change); bilingualism and children (nurture and nature, early English-as-a-Second-Language acquisition, age factors and language proficiency, K-12 Japanese second language instruction); in the classroom (fluency development, learner development, a survey about Japanese teachers and class activities, identity and beliefs in language learning, structured group encounters, self-evaluation videotaping, student journals, reading comprehension, vocabulary development, shared inquiry, literature appreciation, reading activities, peer journals, writing instruction, student publishing, oral history, drama, language rhythm, German instruction, class size); and testing and evaluation (English entrance examinations, questionnaire design, oral testing, listening comprehension, interpreting teacher and course evaluations). Individual papers contain references. (MSE)

ED 402 770

FL 024 328

Wright, Andrew And Others

On JALT 95: Curriculum and Evaluation. Proceedings of the JALT International Conference on Language Teaching/Learning (22nd, Nagoya, Japan, November 1995). Section One: Looking Back, Looking Forward.

Pub Date—Sep 96

Note—19p.; For complete document, see FL 024 327.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Comparative Education, *Curriculum Design, *Educational Change, *Educational History, Foreign Countries, *Language Teachers, Personal Narratives, Second Language Instruction, *Second

Language Learning, Social Values, *Teacher Education

Identifiers—*Japan

Three papers on the outlook for second language teaching and learning introduce the conference on second language curriculum and evaluation. "My Story of Language Teaching" (Andrew Wright) describes a variety of personal and professional experiences in the course of 50 years of language teaching, each highlighting emerging social values and their effects on language teaching ideas and materials. "Change in Education: Historical and Social Perspectives" (Thomas L. Simmons, Dawn Yonally, Shiozawa Tadashi) reviews change initiatives in Japanese education, examines factors associated with successful change, and makes recommendations for promoting professionalism in teaching in that context. In "Training and Development: Possible Pathways Forward," colloquium participants summarize their papers on "The Training-Development Interface" (Clive Lovelock), "Teacher Research and Learner Linguistic Needs" (Kevin Mark), "Curriculum Renewal and Teacher Development" (Junko Okada), and "Teacher Training: Initiation to Development" (Jan Visscher). Individual papers contain references. (MSE)

ED 402 771 FL 024 329

Harrison, Ian And Others

On JALT 95: Curriculum and Evaluation. Proceedings of the JALT International Conference on Language Teaching/Learning (22nd, Nagoya, Japan, November 1995). Section Two: Curriculum Design.

Pub Date—Sep 96

Note—39p.; For complete document, see FL 024 327.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business Communication, Change Strategies, Competency Based Education, Cultural Context, *Curriculum Design, *Curriculum Development, Educational Change, English (Second Language), Foreign Countries, Independent Study, *Instructional Materials, Material Development, Media Selection, Second Language Instruction, *Second Languages, *Student Evaluation, Textbooks

Identifiers—*Content Area Teaching, Japan

Texts of conference papers and summaries of colloquia on second language curriculum design are presented, including: "Competency Assessment in Curriculum Renewal" (summary of session with Ian Harrison, Francis Johnson, Christopher Candlin, Anthony Green, David Nunan, Charles Smith); "The Evolving of a Curriculum" (Hiroshi Abe, Kyle Perrin, Dennis Woolbright); "Managing Curriculum Change" (Christopher Candlin, Ian Harrison, Mercedes Monti); "Designing and Teaching a Content-Based Course" (Jerald Halvorsen, Robert E. Gettings); "Global Education: Curriculum and Evaluation" (summary of session with Kip Cates, Carl Dusthimer, Heather Jones, Anchalee Chayanuvat, Michael Higgins); "Language Textbooks: Help or Hindrance?" (Jane Crawford); "Materials Design for Self-Directed Learning" (Nicholas Marshall, Marion Delarche); and "Developing Business English Materials for Japan" (Ian Harrison, Thomas Healy, R. Tapp). Individual papers contain references. (MSE)

ED 402 772 FL 024 330

McGuire, Steve And Others

On JALT 95: Curriculum and Evaluation. Proceedings of the JALT International Conference on Language Teaching/Learning (22nd, Nagoya, Japan, November 1995). Section Three: Computers and Language Learning.

Pub Date—Sep 96

Note—40p.; For complete document, see FL 024 327.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, *Computer Assisted Instruction, *Computer Networks, *Computer Software, Computer Software Development, Educational Strategies, English (Second Language), Foreign Countries, Higher Education, Language Skills, Learning Labora-

tories, *Learning Strategies, *Multimedia Instruction, Second Language Instruction, *Second Languages, Skill Development, Teaching Methods

Texts of conference papers and summaries of colloquia on computers and second language learning are presented, including: "Computers, Language Learning, and the Four Skills" (summary of a session with Steve McGuire, Albert Dudley, Patricia Thornton, Paul Jaquith, Jay Lundelius, Steve Tripp); "Creating Your Own Software—The Easy Way" (Steve McGuire, Marion M. Flaman); "Multimedia for EFL Learners: Implications for Teaching and Learning" (L. M. Dryden); "The Effects of Learning Strategies in a CALL Laboratory: A Report from Tokyo Kogei University" (Yuka Shigemitsu, Hiroshi Tanabe); "An Adjunct Model in the Computer Classroom" (Katharine Isbell); "Using Computer Networks To Facilitate Communication: Network Projects at Chubu" (Tadashi Shiozawa, Hiromi Imamura, Stephen Briss, Shuji Ozeki); and "CALL: Its Scope and Limits" (Frank Berberich). Individual papers contain references. (MSE)

ED 402 773 FL 024 331

Yoshida, Kensaku And Others

On JALT 95: Curriculum and Evaluation. Proceedings of the JALT International Conference on Language Teaching/Learning (22nd, Nagoya, Japan, November 1995). Section Four: Classrooms and Culture.

Pub Date—Sep 96

Note—51p.; For complete document, see FL 024 327.

Language—English, Japanese

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Classroom Communication, *Classroom Environment, Classroom Techniques, Cognitive Style, Cultural Context, Cultural Traits, Discipline Policy, Foreign Countries, *Intercultural Communication, Interpersonal Communication, Japanese, Longitudinal Studies, *Nonverbal Communication, Second Language Instruction, *Second Language Learning, Social Change, *Sociocultural Patterns, Student Behavior, Student Characteristics

Identifiers—*Japanese People

Conference papers on second language classrooms and culture are presented, including: "Intercultural Communication as Interpersonal Communication" (Kensaku Yoshida); "Classroom Cultures: East Meets West" (Dominic Cogan); "Laying Down the Law: Teachers' Use of Rules" (Gregory Bornmann); "Student Behavior: Whose Norms?" (Stephen M. Ryan); "What Makes a Good Language Lesson?" (Ryan); "Learning Styles of Japanese Students" (Naoko Ozeki); "A Longitudinal Study on JSL Learners' Nonverbal Behavior" (Yutaka Ikeda, Tomoko Ikeda); "Japanese Students' Nonverbal Responses: What They Teach Us" (Ian Nakamura); and "Language Social Meaning, and Social Change: The Challenge for Teachers" (Sandra J. Savignon). (MSE)

ED 402 774 FL 024 332

Kamada, Laurel And Others

On JALT 95: Curriculum and Evaluation. Proceedings of the JALT International Conference on Language Teaching/Learning (22nd, Nagoya, Japan, November 1995). Section Five: Bilingualism and Children.

Pub Date—Sep 96

Note—29p.; For complete document, see FL 024 327.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Age Differences, *Bilingualism, Curriculum Design, Educational Strategies, Elementary Secondary Education, *English (Second Language), Foreign Countries, *Japanese, Language Proficiency, Second Language Instruction, Second Language Learning, *Second Languages

Conference papers on bilingualism and children are presented, including: "The Nurture and Nature of Bilingual Acquisition" (Laurel Kamada, Liu Xing-Ying, Willeta Silva, Mary Goebel Noguchi);

"Early English Acquisition in the EFL Situation" (Soo-Woong Ahn); "Age Factors and Language Proficiency in Child SLA" (Kazuko Yumoto); and "Development of Framework in K-12 Japanese as a Second Language" (Yuriko K. Kite, David Nunan, Suzuko Nishihara, Anita Gesling, Sumiko Shimizu). Individual papers contain references. (MSE)

ED 402 775 FL 024 333

Brown, James Dean And Others

On JALT 95: Curriculum and Evaluation. Proceedings of the JALT International Conference on Language Teaching/Learning (22nd, Nagoya, Japan, November 1995). Section Six: In the Classroom.

Pub Date—Sep 96

Note—99p.; For complete document, see FL 024 327.

Language—English, Japanese, German

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Childrens Literature, *Classroom Environment, Classroom Techniques, Communicative Competence (Languages), English (Second Language), Ethnicity, Foreign Countries, German, Group Activities, *Intercultural Communication, Japanese, Language Fluency, Language Usage, Oral History, Oral Language, Peer Teaching, *Reading Instruction, Second Language Instruction, Second Language Learning, *Second Languages, Self Evaluation (Individuals), Student Journals, Teacher Characteristics, Videotape Recordings, *Vocabulary Development, Written Language

Texts of conference papers and summaries of colloquia on classroom environment and interaction in second language teaching are presented, including: "Fluency Development" (James Dean Brown); "Learner Development: Three Designs" (in Japanese) (Hiroko Naito, Yoshitake Tonia, Takao Kinugawa, Morio Hamada); "Desirable Japanese Teachers and Classroom Activities: A Survey towards a Learner-Centered Classroom" (in Japanese) (Takako Ishida); "Identity and Beliefs in Language Learning" (Tim Murphey); "Japanese Language Learning Through Structured Group Encounters" (in Japanese) (Shin'ichi Hayashi, Yukari Saiki, Takako Ishida); "Learner Self-Evaluated Videoing" (Tim Murphey, Tom Kenny); "The Learning Journal: An Aid to Reinforcement and Evaluation" (Sophia Wisener); "Using Texts To Understand Texts" (Steven Brown); "Vocabulary and Reading: Teaching and Testing" (David Beglar, Alan Hunt); "Research on Vocabulary Retention" (Guy Kellogg); "Adapting the Shared Inquiry Method to the Japanese Classroom" (Carol Browning, Jerald Halvorsen, Denise Ahlquist); "Literature? Oral English? Or Both?" (Linda Donan); "Adding 'Magic' to an EFL Reading Program by Using Children's Literature" (Linda J. Viswat, Linda C. Rowe); "Reading Activities in the Communicative Classroom" (Gregory Strong); "Cross-Border Peer Journals in EFL" (David George); "Motivating Students To Write: Activities From Three Different Classrooms" (Midori Kimura, Keiko Kikuchi, Joyce Maeda); "Student Publishing: The Value of Controlled Chaos" (Brad Visgatis, Tamara Swenson); "Oral History: A New Look at an Old Subject" (Barbara Valentine Dunkley); "Invent Your Own Soap Opera" (Julia Dudas, Andrew Wright); "Metric Conversion: Acquiring English Rhythm" (Margaret Sharkey, Eiko Ushida); "Problems of Teaching German in Large Classes" (in German) (Alfred Gehrmann); and "Constructive Methods of Dealing with Large Classes" (Thomas L. Simmons, Dawn Yonally, Edward Haig). Individual papers contain references. (MSE)

ED 402 776 FL 024 334

Brown, James Dean And Others

On JALT 95: Curriculum and Evaluation. Proceedings of the JALT International Conference on Language Teaching/Learning (22nd, Nagoya, Japan, November 1995). Section Seven: Testing and Evaluation.

Pub Date—Sep 96

Note—61p.; For complete document, see FL 024

327.

Language—English, Japanese

Pub Type—Collected Works - Proceedings (021)
—Tests/Questionnaires (160)**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Body Language, Cognitive Style, College Entrance Examinations, Communicative Competence (Languages), Course Evaluation, English (Second Language), Evaluation Criteria, Evaluation Methods, Foreign Countries, Higher Education, Instructional Effectiveness, Instructional Material Evaluation, *Language Tests, Learning Processes, Listening Skills, Nonverbal Communication, Questionnaires, Second Language Instruction, *Second Languages, Secondary Education, Simulation, *Student Evaluation, Student Evaluation of Teacher Performance, Task Analysis, Test Reliability, *Testing, Verbal Tests

This section contains conference papers on testing and evaluation in second language teaching. They include: "English Language Entrance Examinations in Japan: Problems and Solutions" (James Dean Brown); "Reliability and a Learner Style Questionnaire" (Dale T. Griffie); "Does It Work?" Evaluating Language Learning Tasks" (Rod Ellis); "Communicative Oral Testing" (Marion Delarche, Nicholas Marshall); "Evaluation of Gestures in Non-Verbal Communication" (Barry O'Sullivan); "Our Experiments in Oral Communication Tests" (Shuichi Yonezawa); "Simulations: A Tool for Testing 'Virtual Reality' in the Language Classroom" (Randall S. Davis); "Evaluation of Listening-Focused Classes" (Yoshinobu Niwa, Kazuo Iwata); and "Interpreting Teacher and Course Evaluations" (T. R. Honkomp). Individual papers contain references. (MSE)

ED 402 777

FL 024 335

Neises, Jackson Smith, Noelle

Technical Language Manual for AFSI/NRM
Volunteers: Zarma.

Peace Corps, Niamey (Niger).

Pub Date—95

Note—152p.

Language—English, French, Zarma

Pub Type—Guides - Classroom - Learner (051)

EDRS Price — MF01/PC07 Plus Postage.

Descriptors—Acculturation, African Languages, *Agriculture, Classroom Communication, Community Services, Competency Based Education, Dialogs (Language), Disease Control, Foreign Countries, French, Grammar, Group Dynamics, Health, Horticulture, *Interpersonal Communication, Language Patterns, Languages for Special Purposes, *Leadership Training, Second Language Instruction, *Second Language Learning, Social Behavior, *Technical Assistance, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, Volunteer Training

Identifiers—*Nigeria, Peace Corps, *Zarma

This guide is designed for Zarma language training of Peace Corps workers in agriculture in Nigeria, and reflects daily communication needs in that context. An introductory section provides background information on the program's objectives and its role in the Nigerian village context. Some useful phrases are introduced here. Subsequent sections focus on specific aspects of the agricultural situation and program: the agricultural cycle (seasons, tools, planting and harvest); soil restoration; gardening; environmental protection and wood conservation; live materials for fencing; tree identification; natural regeneration; improved cookstoves; local health and hygiene issues; volunteer acculturation; and other community activities related to the program. Each section contains information on the volunteer's role in regard to that program aspect, useful related vocabulary and phrases, and a sample dialogue for each of a number of sub-topics. Some technical and local horticultural information is also provided. Vocabulary lists are in English, Zarma, and French. (MSE)

ED 402 778

FL 024 338

Comparative Outcomes and Impacts of Early, Middle and Late Entry French Immersion

Options: Review of Recent Research and Annotated Bibliography.

Ottawa Board of Education (Ontario).

Report No.—96-190

Pub Date—Nov 96

Note—77p.

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Age Differences, Annotated Bibliographies, Bilingual Education, Comparative Analysis, Educational Policy, Educational Research, Elementary Secondary Education, Foreign Countries, *French, *Immersion Programs, Literature Reviews, Program Design, Program Effectiveness, *Public Policy, Research Methodology, Research Projects, Second Language Instruction, Second Language Learning, *Second Language Programs, *Time Factors (Learning)

Identifiers—*Canada, *Ontario (Ottawa), Ottawa Board of Education ON

The report reviews current research findings related to the three entry points (early, middle, late) for French immersion programs in Ottawa (Ontario) elementary and secondary schools. It consists of: an executive summary and brief overview; an annotated bibliography covering authoritative immersion research reviews and reports published since 1987; a list of 82 references either cited or consulted for the report; and appended data tables showing French enrollment trends for the Carleton (1978-94) and Ottawa (1970-96) Boards of Education. The annotated bibliography is divided into five sections: (1) research overviews comparing three French immersion programs (9 citations); (2) empirical studies comparing three French immersion programs (24 citations); (3) empirical studies of alternative intensive French second language programs (3 citations); (4) other documents, including provisional policy statements and internal school board reports (6 citations); and (5) recent bibliographies of immersion and bilingual education research (5 citations). (MSE)

ED 402 779

FL 024 339

Zavrel, Jakub Veenstra, Jörn

The Language Environment and Syntactic Word-Class Acquisition.

Pub Date—96

Note—11p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Classification, Discourse Analysis, Foreign Countries, *Language Acquisition, *Language Patterns, Language Research, *Linguistic Theory, News Writing, Newspapers, *Syntax, *Vocabulary

Identifiers—*Semantic Bootstrapping Hypothesis (Pinker), Wall Street Journal

A study analyzed the distribution of words in a three-million-word corpus of text from the "Wall Street Journal," in order to test a theory of the acquisition of word categories. The theory, an alternative to the semantic bootstrapping hypothesis, proposes that the child exploits multiple sources of cues (distributional, semantic, or other) that are readily available in an information-rich environment, to acquire syntactic categories of words. This study investigates the quantity of information that is available in a specific language environment. The Lexical Space approach to categorization, which looks at the position of each word in lexical space and the structure of the resulting information, was used. Results indicate that co-occurrence and adjacency of words is highly indicative of their syntactic category, and that the high number of possibly contradictory context features poses no serious problem for bootstrapping. Contains 15 references. (MSE)

ED 402 780

FL 024 340

Hurlbat, B. And Others

Learner's Mongol-English Dictionary.

Peace Corps (Mongolia).

Pub Date—May 93

Note—58p.; May not reproduce well due to

heavy type.

Language—English, Mongolian

Pub Type—Reference Materials - Vocabularies/Classifications (134)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Competency Based Education, Cyrillic Alphabet, Definitions, *Dictionaries, English, Foreign Countries, Grammar, *Mongolian, *Second Language Learning, Uncommonly Taught Languages, Vocabulary, Voluntary Agencies, Volunteer Training

Identifiers—*Bilingual Dictionaries, Mongolia, Peace Corps
This dictionary is designed for use by Peace Corps workers in Mongolia, and reflects daily communication needs in that context. An introductory notation gives the alphabetical order of the Cyrillic alphabet, and subsequent sections list words and stems in Mongol, noting the part of speech, and giving simple (one to several words) English definitions. (MSE)

ED 402 781

FL 024 344

Ivatan Language Packet.

Peace Corps, Manila (Philippines).

Pub Date—93

Note—253p.

Language—English, Ivatan

Pub Type—Guides - Classroom - Learner (051)

EDRS Price — MF01/PC11 Plus Postage.

Descriptors—Acculturation, Community Services, Competency Based Education, *Daily Living Skills, Dialogs (Language), Foreign Countries, Glossaries, Grammar, *Interpersonal Communication, Language Patterns, Language Skills, Second Language Instruction, *Second Language Learning, Social Behavior, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, Volunteer Training

Identifiers—*Ivatan, Peace Corps, *Philippines

This guide is designed for Ivatan (Ibatan) language training of Peace Corps workers in the Philippines, and reflects daily communication needs in that context. It consists of: phrase lists for a wide range of daily activities and needs; a list of targeted core language competencies, at three proficiency levels, for those daily activities; an Ivatan-to-English glossary; a workbook with illustrated exercises for language practice and skill reinforcement; and extensive grammar notes. (MSE)

ED 402 782

FL 024 345

Lectura y Vida: Revista Latinoamericana de Lectura (Reading and Life: Latin American Reading Magazine), 1996.

International Reading Association, Newark, Del.

Report No.—ISSN-0325-8637

Pub Date—96

Note—225p.; For the 1990-1995 issues, see ED 397 624.

Available from—International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139.

Language—Spanish

Journal Cit—Lectura y Vida: Revista Latinoamericana de Lectura; v17 n1-4 1996

Pub Type—Collected Works - Serials (022)

EDRS Price — MF01/PC09 Plus Postage.

Descriptors—Adolescents, Bilingual Education, Bilingual Teachers, Childrens Literature, Classroom Environment, Classroom Techniques, Coherence, Cooperative Learning, Editing, Educational Strategies, Elementary Secondary Education, Foreign Countries, Higher Education, Indigenous Populations, Language Processing, Learning Strategies, *Learning Theories, *Literature Appreciation, *Portfolio Assessment, Portfolios (Background Materials), *Reading, Reading Comprehension, *Reading Instruction, *Spanish, Spelling, Student Evaluation, Teacher Education

Identifiers—*Latin America

The four 1996 issues of the journal, written entirely in Spanish and intended for reading teachers, include articles on these topics: design of the school and classroom environment for reading; a university experiment in cooperative learning and learning strategies; use of portfolios for evaluation

of student work; evaluation of reading comprehension; first encounters with literature; improvement of literature instruction; a literacy education study in an indigenous population; assessment of coherence in children's writing; teacher education; orthographic knowledge and text processing; bilingual teachers and creation of contexts for learning reading skills; reading comprehension strategies; information technology and reading and writing; psycholinguistics and reading; stimulation of reading; and basic structures of expository texts. Professional announcements, book announcements and reviews, and a list of children's and young adult books are included in each number. (MSE)

ED 402 783 FL 024 346

Sinhala Language Trainer's Manual.

Peace Corps, Colombo (Sri Lanka).

Pub Date—Jun 95

Note—759p.

Language—English, Sinhalese

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF04/PC31 Plus Postage.

Descriptors—Acculturation, Clothing, Community Services, Competency Based Education, *Daily Living Skills, Dialogs (Language), Food, Foreign Countries, Grammar, Health, *Interpersonal Communication, Language Patterns, Second Language Instruction, *Second Language Learning, *Sinhalese, Social Behavior, Transportation, Uncommonly Taught Languages, Vocabulary Development, Voluntary Agencies, Volunteer Training, Work Environment

Identifiers—Peace Corps, Shopping, *Sri Lanka

This guide is designed for Sinhalese language training of Peace Corps workers in Sri Lanka, and reflects daily communication needs in that context. It consists of: a list of selected language topics and related language competencies; lesson plans for each topic; culture notes for each topic; and a series of reproducible masters for handouts on a variety of grammar issues. Each lesson plan includes a list of targeted language competencies and for each competency, brief dialogue(s), vocabulary list, classroom procedures, a form for teacher notes, and grammar notes. Lesson topics include: personal identification; communication with a host family; classroom orientation; social life and social behavior; food; health; clothing; shopping; giving and getting directions; transportation; communication services; and discussing work. Illustrations and visual aids are included throughout the materials. (MSE)

ED 402 784 FL 024 347

Spanish I and Work Book (for Peace Corps Volunteers).

CHP International, Inc., Oak Park, IL.

Spons Agency—Peace Corps (Paraguay).

Pub Date—95

Note—157p.; Some pages contain light, broken type.

Language—Spanish

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Acculturation, Clothing, Community Services, Competency Based Education, *Daily Living Skills, Dialogs (Language), Food, Foreign Countries, Grammar, *Interpersonal Communication, Language Patterns, Second Language Instruction, *Second Language Learning, Social Behavior, *Spanish, Vocabulary Development, Voluntary Agencies, Volunteer Training

Identifiers—*Paraguay, Peace Corps

This guide, entirely in Spanish, is designed for language training of Peace Corps workers in Paraguay and reflects daily communication needs in that context. It consists of 10 thematic instructional units, each targeting 2 to 7 specific language competencies. A table of contents outlines the units, competencies, and related grammar points and constructions. Each unit contains a brief dialogue and vocabulary list (with English translation) for each targeted competency, grammar notes, and a series of completion, fill-in-the-blank, matching, and translation exercises. Unit topics include: greetings and personal identification; exchange of personal

information; discussion of family; food and meals; discussing weather; giving and getting directions; and transportation; describing people and activities; housing; clothing; and telephone usage and invitations. The units are followed by a series of pronunciation exercises and an answer key. (MSE)

ED 402 785 FL 024 348

Corps de la Paix Tunisie: Cours de situation (Peace Corps Tunisia: Situation Course).

Peace Corps (Tunisia).

Pub Date—87

Note—127p.

Language—French

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Acculturation, Classroom Communication, Clothing, Community Services, Competency Based Education, *Daily Living Skills, Dialogs (Language), Food, Foreign Countries, *French, Grammar, *Interpersonal Communication, Language Patterns, Second Language Instruction, *Second Language Learning, Social Behavior, Transportation, Travel, Vocabulary Development, Voluntary Agencies, Volunteer Training, Weather

Identifiers—Peace Corps, Shopping, *Tunisia

This guide, entirely in French, is designed for language training of Peace Corps workers in Tunisia and reflects daily communication needs in that context. It consists of 25 theme-based lessons, each containing a situational dialogue, vocabulary, and exercises. The exercises focus more on new vocabulary and its usage than on systematic grammar learning. An introductory section describes the materials and makes some suggestions for additional classroom activities, including guided discussion. Lesson themes include: personal identification; greetings and leave-takings; grocery shopping; the post office; bargaining; going to the movies; clothes shopping; a visit to the doctor; going to the public baths; renting an apartment; discussing weather; the marketplace; restaurants; travel; taking a train; the classroom; an injury; taking the bus; being on time; discussing work; dealing with police; classroom discipline; reserving transportation; banking; and social invitations. (MSE)

ED 402 786 FL 024 351

Lucas, Tamara

Promoting Secondary School Transitions for Immigrant Adolescents. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-97-04

Pub Date—Dec 96

Contract—RR93002010

Note—4p.

Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Access to Information, *English (Second Language), Higher Education, *Immigrants, Program Descriptions, Secondary Education, *Secondary School Students, Transitional Programs

Identifiers—ERIC Digests

The difficult transitions of adolescence combined with the challenges of learning a new language and culture can be overwhelming for immigrant secondary school students. This Digest highlights three ways educators can help students through these critical transitions and provides brief descriptions of three programs that are working to facilitate these transitions. First, the digest highlights ways of providing immigrant students and their parents with access to information that will help them to integrate successfully into the U.S. school system. This includes intake or parent information centers, workshops and seminars, school documents and orientation materials translated into the home languages of the students, and structured relationships with school staff. The next section discusses programs that support English language and academic development, including newcomer schools, English-as-

a-Second-Language programs, sheltered English content programs, bilingual education programs, and alternative schools. The third section focuses on promoting access to postsecondary education, and the last section provides program profiles of The International High School in Queens, New York; Advancement Via Individual Development (AVID); and Project Adelante. (JL)

ED 402 787 FL 024 352

Kuntz, Patricia

African Languages at the K-12 Level. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-97-02

Pub Date—Oct 96

Contract—RR93002010

Note—4p.

Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*African Languages, Arabic, Elementary Secondary Education, *Federal Legislation, *Heritage Education, *Professional Associations, *Second Language Instruction, Second Language Learning, Swahili, *Teacher Qualifications, Uncommonly Taught Languages

Identifiers—ERIC Digests

The teaching of African languages in the United States at the elementary and secondary levels is rare, but a number of schools offer one or more of the major African languages for instruction. This digest looks at the current state of African language instruction in the United States at the elementary and secondary levels and is divided into the following sections: Heritage language; legislation promoting language instruction; teacher qualifications; professional organizations; and resources. A list of private schools or organizations that teach Arabic and a list of public schools that teach Arabic or Swahili are provided at the end of the digest. (Author/JL)

ED 402 788 FL 024 353

Schneider, Elke

Teaching Foreign Languages to At-Risk Learners. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-97-03

Pub Date—Dec 96

Contract—RR93002010

Note—4p.

Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type—ERIC Publications (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, German, *Grammar, *High Risk Students, Language Patterns, *Learning Disabilities, Metacognition, *Morphology (Languages), *Phonology, *Second Language Instruction, Second Language Learning, *Teaching Methods, Vocabulary Development

Identifiers—ERIC Digests

This digest introduces a specialized approach to teaching at-risk students a foreign language. In the dyslexia literature, the approach is referred to as "multisensory structured language." Because the methodology places a strong emphasis on the metacognitive aspects of language in both native and foreign language instruction, the term "multisensory, structured, metacognitive language instruction" (MSML) is used to address at risk students' weaknesses in recognizing linguistic rules and structure patterns, which are necessary tools for becoming independent users of a foreign language. The approach involves the students in learning to access their linguistic knowledge and the instructor in facilitating metacognitive thought processes. MSML instruction is multisensory, structured, explicit, cumulative, metacognitive, highly repeti-

tive, phonetic, alphabetic, and analytic/synthetic. Each 45- to 60-minute lesson focuses on one of the following rule systems: phonology/orthography, grammar, or vocabulary/morphology. These lessons are discussed in detail, and sample exercises are provided. (Author/JL)

ED 402 789

FL 024 354

Kramsch, Claire

Proficiency Plus: The Next Step. ERIC Digest. ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-97-05

Pub Date—Dec 96

Contract—RR93002010

Note—4p.

Available from—ERIC/CLL, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Communicative Competence (Languages), *Cultural Awareness, Cultural Differences, Curriculum Design, Elementary Secondary Education, Higher Education, *Interpersonal Competence, *Language Proficiency, Second Language Instruction, *Second Language Learning, Teacher Education

Identifiers—ERIC Digests, *Politeness

The ability to communicate in a foreign language requires more than linguistic accuracy. To understand and be understood by others requires the ability to recognize cultural differences. For example, polite behavior in one language may not be the social equivalent in another language. In order to acquire cultural competence, students have to become familiar with the cognitive, affective, and behavioral facets of politeness. By building a cultural politeness mandate at every step in the acquisition of lexical and grammatical forms, the organizing principle of the language curriculum is redefined. This requires moving the learner from habitual learning to skilled learning. Rather than a grammatical or functional syllabus, a contextual syllabus should be considered through which learners can gradually acquire the ability to reflect on how the choice of language in spoken and written discourse defines and is determined by personal relationships, social situations, and cultural presuppositions. In Europe, as in the United States, the foreign language teaching profession is anxious to enhance the cross-cultural awareness of language teachers. Because there is much more to cultural competence than linguistic proficiency, the time has come to make students aware of what they are doing and of the power they have to contribute to or change the social context. The next step on the foreign language educational agenda is: Politeness—a cultural and social construct that requires cognitive and affective maturity, and the concomitant ability to make behavioral choices. (Author/JL)

ED 402 790

FL 024 355

Young, Robert W.

The Derivation of Meaning in the Navajo Verb.

Pub Date—97

Note—18p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Affixes, *American Indian Languages, Diachronic Linguistics, Figurative Language, Idioms, *Language Patterns, Language Research, Linguistic Borrowing, Linguistic Theory, Metaphors, Migration, *Morphology (Languages), *Navajo, Semantics, Uncommonly Taught Languages, *Verbs

Lexical derivation in the Navajo verb system is described, with examples. Derivation involves four broad processes: (1) straightforward use of verbal roots and adverbial-derivational prefixes, with their base meanings; (2) extension of base root meaning, often by metaphor, to permit application to disparate concepts; (3) figurative use of adverbial-derivational prefixes and prefix compounds; and (4) idiom. Derivational prefixes and their patterns of occurrence are outlined, and patterns signifying extension of meaning of verbal roots are delineated

for a number of verbs. It is noted that most of the noun lexicon is derived from verbs, and that some of the stem nouns the ancestral Navajos brought with them from the Northland five centuries ago have undergone changed meaning in the new geographical/ecological environment of the Southwest. Borrowing from English has become more common. (MSE)

ED 402 791

FL 024 356

Steffensen, Margaret S. And Others

Imaginative Aspects of Comprehension in First and Second Language.

Pub Date—Apr 96

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Bilingualism, College Students, Comparative Analysis, *Emotional Response, *English (Second Language), Foreign Countries, Higher Education, *Imagery, Interlanguage, Mandarin Chinese, *Reading Comprehension, Second Language Learning, *Second Languages, *Transfer of Training

Identifiers—*Biliteracy, China

A study investigated the effect of the language in which a text is written on the imagery and emotional response of biliterate readers. Subjects were 64 native Mandarin-speaking university students majoring in English in a Chinese university. Subjects read a letter describing a typical trip on a third-class train in either English or Chinese, then listed and rated the strength (none to vivid) of the mental images they formed during reading. They also described and rated affective responses, and indicated the degree of difficulty they had in reading the letter. Results indicate that readers of the Chinese text reported more imagery and emotional response than readers of English, although ratings of these factors did not vary greatly across languages. Reading time was almost three times as great for the English text. These results contrasted sharply with those of an earlier study, in which subjects had lived in the United States. Contains 14 references. (MSE)

ED 402 792

FL 024 357

Huck, Geoffrey J. Goldsmith, John A.

Ideology and Linguistic Theory: Noam Chomsky and the Deep Structure Debates.

Report No.—ISBN-0-415-15313-1

Pub Date—95

Note—196p.

Available from—Routledge, 29 West 35th Street, New York, NY 10001-2299 (hardback: ISBN-0-415-11735-6, \$25, Canadian \$29.95; paperback: ISBN-0-415-15313-1, \$18.95, Canadian \$26.95).

Pub Type—Books (010) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—*Deep Structure, Discourse Analysis, Educational History, *Grammar, Language Patterns, Language Processing, Language Research, *Linguistic Theory, *Persuasive Discourse, Rhetoric, *Semantics

Identifiers—*Chomsky (Noam), *Generative Semantics

A revisionist account of the development of ideas about semantics in modern theories of language is presented, focusing on the rift between Noam Chomsky and Generative Semanticists about the concept of deep structure, or the role of meaning in grammar. The discussion re-appraises the paradigm that has dominated American linguistics since the 1960s. The first chapter introduces the text. The second reviews the chief arguments of Interpretive Semanticists against the generative approach, and the developments of Chomsky's and Generativist programs are examined in the intellectual contexts in which they arose. Gaps in the paradigm are identified. Chapter 3 focuses on the rhetorical techniques used in the dispute, in particular the logical content of some arguments and the force of the language in which they were framed. Chapter 4 considers why, if the Generative Semanticists did not accept Chomsky's arguments, the movement fell

apart so rapidly in the 1970s. It is suggested that Generative Semantics failed for reasons that had little to do with the quality of its results. The final chapter considers the meaning of the dispute about deep structure for contemporary linguistic work. (MSE)

ED 402 793

FL 024 358

Suzuki, Hiroko

The Transfer of Perspective in the Indirect Passive.

Pub Date—Mar 96

Note—17p.; Paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (10th, Urbana, IL, March 22-23, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Contrastive Linguistics, Cultural Context, English, *English (Second Language), Foreign Countries, *Japanese, *Language Patterns, *Linguistic Theory, Second Language Learning, *Tenses (Grammar), *Transfer of Training, Verbs

Identifiers—*Passives

A study investigated how Japanese learners of English conceptualize the meanings of Japanese sentences in the indirect passive voice, a structure unique to Japanese, and how they express their interpretations in English. Subjects were university freshmen in two cohorts (81 in 1991, 35 in 1994). They read a dialogue in English, then completed a statement in it by translating a Japanese sentence, given orally. This was repeated 12 times with different dialogues. The sentences composed by the subjects were classified by structural type. In one dialogue, the largest proportion were causative (e.g., "I had my wallet stolen"); the second largest proportion were direct, ungrammatical, translations of the indirect passive construction ("I was stolen my wallet"). It appeared difficult for Japanese subjects to produce an unknown subject "someone" as an agent, since it is not implied in the Japanese sentence and it isn't necessary to form an indirect passive in this context. However, in other dialogues this type of transfer was not always made. It is concluded that Japanese grammar distinguishes clearly between situations in which the speaker expresses his own state and those in which he explains others' such states. (MSE)

ED 402 794

FL 024 439

Marcos, Kathleen

Why, How, and When Should My Child Learn a Second Language?

ACCESS ERIC, Rockville, MD; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—NLE-97-2529

Pub Date—97

Contract—RK9518801

Note—7p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Age Differences, Educational Benefits, Elementary Education, *Elementary School Students, *FLES, Immersion Programs, *Language Role, Language Usage, Parent Influence, Second Language Instruction, *Second Language Learning, *Second Languages

The brochure, intended for the parents of children in elementary school or younger, answers common questions about second language learning and instruction for children. In question-and-answer form, the following issues are addressed: the benefits of knowing a second language; why it is better for a child to learn a second language in elementary school than after the onset of adolescence; the programs through which second languages are taught to children (immersion programs, Foreign Language in Elementary School (FLES) taught as a core subject, and Foreign Language Exploration (FLEX) programs that present one or more languages with less emphasis on proficiency); whether learning a second language will interfere with the

child's first-language development; how parents of children in such programs can help children learn and practice; and how to help establish a program if one is not currently available. Contains 16 references. (MSE)

ED 402 795

FL 801 124

Minghwan, Brigitte

Real Jobs for Real People. Student Book.

Fresno County Office of Education, Fresno, CA.

Pub Date—95

Note—317p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Career Planning, Daily Living Skills, Dialogs (Language), *Employer Employee Relationship, Employment Interviews, Employment Potential, *Employment Practices, *English (Second Language), Expectation, Grammar, Immigrants, Income, Interpersonal Communication, *Job Application, *Job Search Methods, Labor Market, Language Skills, Records (Forms), Refugees, Resumes (Personal), Salaries, Skill Development, Taxes, Vocational Development, Vocational Education, Welfare Services, Work Attitudes, *Work Environment

The guide was designed to help immigrants and refugees, learners of English as a Second Language, prepare for employment in the United States. While the focus is on development of job search, application, and work environment skills, development of appropriate vocabulary, some grammar, and communication skills are also emphasized. The materials consist of 13 topical instructional units, each containing background information, topic-related forms, dialogues, vocabulary, grammar practice, and some exercises. Unit topics include: learning about the local job market; what employers are looking for in a good worker; attitudes supporting success; work and welfare; paycheck deductions; preparing to look for a job; job search methods; filling out application forms; setting goals, writing resumes and personal information sheets; basic interview skills; what not to do in interviews; career planning; and on-the-job relationships. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 402 796

FL 801 126

Healthy Beginnings: Lead Safe Families. An English as a Second Language Curriculum on Lead Poisoning Prevention.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Environmental Protection Agency, Boston, Mass. New England Regional Office.

Pub Date—96

Note—234p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Adult Education, Curriculum Guides, Daily Living Skills, *English (Second Language), Glossaries, *Health Education, *Health Promotion, Health Services, *Housing, Interpersonal Communication, *Lead Poisoning, Nutrition Instruction, Prevention, Uncommonly Taught Languages, Vocabulary Development

The materials are designed to help teachers of English as a Second Language (ESL) at all levels educate adult students about hazards and prevention of lead poisoning, and to encourage use of English within the context of daily living situations. The materials consist of: a teacher's guide that describes the instructional units and lists resources for further information and assistance in lead poisoning prevention; a six-unit curriculum for ESL beginners; a parallel nine-unit curriculum for intermediate and advanced ESL learners; and a volume containing glossaries for each unit in Chinese, Haitian Creole, Khmer, Polish, Portuguese, Russian, Spanish, and Vietnamese. Each instructional unit poses a specific situation relating to lead hazards and shows students how to protect their families. Vocabulary lists, workbook-style questions, sentence completion exercises, and illustrated checklists are included. Topics of the instructional units include: going to

the doctor; identifying symptoms of illness; making water safe to drink; preparing and storing food; avoiding dangers in the dirt; finding the right home; identifying household hazards; making the home safe; and renovating the home. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 402 797

FL 801 129

Laurent, Renata Campos

Essential School Language [and] Final Report.

Mid-State Literacy Council, State College, PA.; Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—Department of Education, Washington, DC.

Pub Date—95

Note—161p.

Available from—Pennsylvania State Dept. of Education, Bureau of Adult Literacy and Basic Education, 333 Market Street, 12th Floor, Harrisburg, PA 17126-0333.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Acculturation, *Adult Education, Audiotape Recordings, Dialogs (Language), Elementary Secondary Education, *English (Second Language), *Interpersonal Communication, Language Role, Language Skills, Letters (Correspondence), Parent Participation, *Parent Role, Parent Teacher Conferences, *Parent Teacher Cooperation, Parents, Second Language Instruction, Vocabulary Development, Workbooks

Identifiers—353 Project

This report describes a project to research and create a lesson book and audiotape cassette to help adult English-as-a-Second-Language (ESL) learners acquire specific language skills, vocabulary, and oral practice for communicating confidently and effectively with their children's teachers. The report describes the procedures for development and evaluation of the resulting lesson book and tutor's guide. The lesson book is also included here (but not the videotape). It consists of a series of 17 lessons, with each lesson containing objectives and pre-reading information for the learner, brief dialogues, and vocabulary and phrase lists. Unit topics include: making an appointment with the teacher; asking about daily schedules (elementary school, preschool); asking about the child's English ability; asking about homework; getting information on academic progress; discussing a child's adjustment to school; asking about a child's social interactions; requesting information about a child's behavior, interests, and health at school; volunteering to help in the classroom; asking for clarification; initiating and ending conversations with a teacher; school-to-home correspondence; and tips for parents from parents. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 402 798

FL 801 133

Stanley, John

Aboriginal Language Standardisation Project.

Progress Report.

Ontario Training and Adjustment Board, Toronto.

Pub Date—May 96

Note—63p.; For the 1995 report, see ED 385 175.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*American Indian Languages, *Canada Natives, Dictionaries, Etymology, Foreign Countries, Geographic Distribution, Grammar, Indigenous Populations, Language Maintenance, Language Patterns, *Language Planning, *Language Research, Language Usage, Material Development, Program Descriptions, Pronunciation, Reference Materials, Spelling, State Programs, Textbooks, Uncommonly Taught Languages

Identifiers—Algonquian Languages, Bilingual Dictionaries, Iroquoian Languages, Ontario

The report describes an Ontario (Canada) project to establish standards for the written and oral languages of its natives, including two language families and 13 languages still present in the province. The project has two streams: (1) a series of lan-

guage conferences intended to establish consensus within an entire community regarding standard written script and orthography, and (2) preparation and publication of bilingual dictionaries and reference grammars. The three conferences held to date are noted, targeted languages are listed, and issues in maintenance of geographically isolated languages are discussed briefly. The role of the Ontario government in language planning and in indigenous language and heritage maintenance, revitalization, and awareness-raising is also discussed. Appended materials include details of the individual language projects, Algonquian and Iroquoian language family charts, a list of aboriginal languages and first nations of Ontario, native literacy program enrollments and contact persons, a list of Ontario centers for the study of aboriginal languages, a list of Ontario schools offering aboriginal languages as a regular subject, a list of Ontario school districts offering native languages as a second language, and information on the reservation schools in which aboriginal languages are taught. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

HE

ED 402 799

HE 028 160

NACUBO Endowment Study, 1994.

Cambridge Associates, Inc., Boston, MA.

Spons Agency—National Association of Coll. and Univ. Business Officers, Washington, D.C.

Report No.—ISSN-1067-8301

Pub Date—95

Note—488p.; For the 1992 edition, see ED 354 811.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036-1178 (\$55 members, \$85 nonmembers).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—Colleges, *Educational Finance, *Endowment Funds, Higher Education, *Investment, Private Colleges, Public Colleges, Universities

Identifiers—Return on Investment

This report presents the results of a 1994 study of the performance and management of college and university endowments, based on data collected from 447 member institutions of the National Association of College and University Business Officers (NACUBO). Part I offers highlights of the study results. Part II presents statistical data and other information in 32 exhibits, addressing: (1) general endowment characteristics such as assets by institution type, institutions ranked by market value of assets, assets per full-time equivalent (FTE) student, and public and private institutions ranked by assets per FTE student; (2) growth, including endowment growth and market indexes, spending rates, and gift flow rates; (3) asset allocation and asset allocation by institution; (4) general characteristics of investment pools, including assets and institutions grouped by size of investment pool; (5) investment pool performance, including nominal returns, average annual compound nominal returns and cumulative nominal returns by institution, and similar information for real returns; (6) asset allocation by investment pool; and (7) management fees. Two appendices contain a glossary and descriptions of market indexes. A list of firms that contributed to funding the study concludes the report. A separately published executive summary and a formal acknowledgement booklet listing contributors to the study by level of gift and with brief descriptions of each donor are also provided. (JB)

ED 402 800

HE 029 717

Alstete, Jeffrey W.

Benchmarking in Higher Education: Adapting Best Practices To Improve Quality. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Wash-

ington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-95-5

Pub Date—95

Contract—RR93002008

Note—4p.; For the full report, see HE 029 718. Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 (\$1).

Pub Type—ERIC Publications (071)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Administrative Change, College Outcomes Assessment, *Comparative Analysis, Educational Administration, *Educational Assessment, *Educational Quality, *Evaluation Methods, Evaluation Research, *Higher Education, Operations Research, Program Evaluation, Program Improvement, Research Methodology

Identifiers—*Benchmarking, ERIC Digests

This digest discusses the use of benchmarking as a strategy for assessing and improving efficiency and productivity of administrative processes and instructional models in colleges and universities. Benchmarking, developed by the Xerox Corporation in the 1980s, is defined as an ongoing, systematic process for measuring and comparing the work processes of one organization to those of another, by bringing an external focus to internal activities and functions. A four-step methodology for benchmarking is described as including (1) planning a study, (2) conducting the research, (3) analyzing the data, and (4) adapting the findings to the home institution. Four kinds of benchmarking are identified and discussed: internal, competitive, functional/industry, and generic or best-in-class. The selection of the benchmarking type depends on the processes being analyzed, and the availability of data and expertise at the institution. The applications for this methodology of assessment in higher education and the criticisms which the method has met with in the academic setting are addressed. The current uses of benchmarking in higher education, as undertaken by such organizations as the National Association of College and University Business Officers, the Association for Continuing Higher Education, graduate business schools, and independent institutions are reviewed. The digest provides recommendations for institutions interested in undertaking a benchmarking study. (PRW)

ED 402 801

HE 029 718

Alstete, Jeffrey W.

Benchmarking in Higher Education: Adapting Best Practices To Improve Quality. ASHE-ERIC Higher Education Report No. 5.

Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-69-9; ISSN-0884-0040

Pub Date—95

Contract—RR93002008

Note—151p.; For a digest of this report, see HE 029 717.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 (\$18 plus \$3.75 postage and handling).

Pub Type—ERIC Publications (071) — Reports - Descriptive (141)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Administrative Change, College Outcomes Assessment, *Comparative Analysis, Educational Administration, *Educational Assessment, *Educational Quality, Efficiency, *Evaluation Methods, Evaluation Research, *Higher Education, Operations Research, Productivity, Program Evaluation, Program Improvement, Research Methodology

Identifiers—*Benchmarking

This report concerns the use of benchmarking as a strategy for assessing and improving efficiency

and productivity of administrative processes and instructional models in colleges and universities. The introductory chapter addresses the need for new tools and strategies to meet the increased competition and the higher demand for accountability faced by institutions of higher education and the development of benchmarking by the Xerox Corporation in the 1980s. The second chapter presents various definitions of benchmarking, an ongoing, systematic process for measuring and comparing the work processes of different organizations by bringing an external focus to internal activities and functions. An overview of benchmarking identifies a four-step benchmarking process model that includes (1) planning the study, (2) conducting the research, (3) analyzing the data, and (4) adapting the findings to the home institution. Four kinds of benchmarking are identified and discussed: internal, competitive, functional/industry, and generic. The third chapter reviews the current uses of benchmarking in higher education, as undertaken by such organizations as the National Association of College and University Business Officers; the Association for Continuing Higher Education, the Graduate Management Admission Council/Educational Benchmarking, Inc., and independent institutions. The final chapter gives detailed recommendations and outlines a procedure for institutions interested in undertaking a benchmarking study. (Contains approximately 115 references.) (PRW)

ED 402 802

HE 029 719

Bell, Edwin D. And Others

A Case Study of an Ed.D. in Educational Leadership, School of Education, East Carolina University.

East Carolina Univ., Greenville, N.C. School of Education.

Pub Date—11 Nov 96

Note—25p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Savannah, GA, November 11, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Case Studies, College Outcomes Assessment, *Doctoral Programs, *Educational Administration, *Educational Assessment, Educational Improvement, *Educational Quality, Evaluation Methods, Graduate Students, Graduate Study, Graduate Surveys, Higher Education, Interviews, Participant Satisfaction, Program Evaluation, Program Improvement, *Schools of Education, State Universities, Student Surveys

Identifiers—*East Carolina University NC

This paper discusses the comprehensive evaluation of a new Ed.D. Program in Educational Leadership housed in East Carolina University's (ECU) School of Education. The program proposed to prepare students for professional life through development of career leadership skills; utilization, development, and dissemination of research; and service to the community through internship and research programs. The evaluation of the program was conducted through a survey and telephone interviews of a sample of doctoral students (N=38) enrolled in Spring 1996, graduates of the program (N=8) and the advisory committee members (N=12) for the program. The respondents in this study indicated that the academic rigor, the advising, the interactions among the students and faculty, and the schedule and structure of the program were effective. They felt, however, that the research and methodology component and the dissertation process could be strengthened and that possible gender and racial insensitivity may impact the effectiveness of the program. The data suggest that an adjustment to changing interpersonal dynamics between professors and students and deliberate planning are essential to the effective implementation of this type of program. The faculty has already begun to make changes in response to this study, including reconceptualization of the research sequence and development of new procedures for the approval of dissertation proposals. (Contains 13 references.) (PRW)

ED 402 803

HE 029 720

Anderson, David, Ed.

A Winning Combination: An Alcohol, Other Drug, and Traffic Safety Handbook for College Campuses.

Hazelden Services, Inc., Minneapolis, MN.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date—Jan 89

Note—381p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price—MF01/PC16 Plus Postage.

Descriptors—Accident Prevention, Alcohol Abuse, *Alcohol Education, Alcoholism, *College Students, Driver Education, *Driving While Intoxicated, Drug Abuse, *Drug Education, Drug Use, Higher Education, *Risk Management, *Traffic Safety

This manual addresses the social and legal issues facing college administrators today in dealing with alcohol and other drug problems. It is a guide for colleges and universities to develop individualized alcohol, drug, and traffic safety programs. The first part, entitled "Insights," presents background articles by professionals in higher education, dealing with the various elements a college program should address. The articles include: (1) "The Challenge: Creating Change on the College Campus" (T. Griffin and J.W. Quinlan); (2) "Getting Started" (D.S. Anderson); (3) "Evaluation and Assessment" (T.K. Greenfield); (4) "How to Design Campus Alcohol, Other Drug and Traffic Safety Criteria" (D.C. Roberts); (5) "Large Scale Efforts for Colleges and Universities" (J.S. Keane); (6) "Small Scale Efforts for Colleges and Universities" (J. Kinney and P.E. Meilman); (7) "Dealing With Problems—A Wellness Perspective" (D. Emmerling); and "Dealing With Problems—Intervention, Referral and Treatment" (M.L. Upcraft); (8) "Personnel and Training" (S. Nelson); (9) "The Campus in the Community" (B. Donovan); (10) "Some Final Considerations" (D.D. Gehring, S.M. Janosik, and S.L. Hatos); and (11) "Safety Belt Programs" (J.K. Wener). The second section, entitled "Resources," contains "hands-on" resource materials in support of each of the topics covered in the first section, including sample fact sheets, handouts, posters, and survey and assessment instruments, that have been tried and found successful on college campuses. An appendix contains a list of resource organizations. (Individual articles contain references.) (PRW)

ED 402 804

HE 029 721

Miller, Michael T. Newman, Richard E.

Advising Graduate Students in Higher Education Programs: An Institutional Effort and Survey Instrument.

Pub Date—96

Note—19p.

Pub Type—Reports - Evaluative (142)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Advising, Doctoral Degrees, Educational Administration, Educational Assessment, *Educational Counseling, *Educational Improvement, *Educational Quality, *Faculty Advisers, *Graduate Students, Graduate Study, Higher Education, Interviews, Masters Degrees, Schools of Education, Student Surveys

Identifiers—*University of Alabama

Faculty in higher education programs rely on individual advising sessions to counsel students in a variety of professional and personal endeavors, ranging from course selection, clinical internship, locations, resume preparation, and thesis or dissertation topics. This study examined the self-study activities conducted between 1994 and 1996 by the Higher Education Administration Program at the University of Alabama for the purpose of evaluating the quality of faculty advising. In an exploratory survey of graduate students seeking Master's and Doctoral degrees in the Higher Education Administration Program, respondents (N=56) rated their perceptions of the effectiveness of advising episodes and encounters within the episodes. The study found that Master's level students were generally satisfied with their advisor's availability for consultation and advising, and reported that they

benefitted from their advisor in both scholastic and professional areas. They also reported that they felt inadequately prepared for their advising sessions and felt the need for more advising time. The doctoral students felt that their advisors had knowledge of requirements, assisted in career guidance, and were available at times other than registration. Students were not generally in favor of group advising activities. The study appeared to support and reinforce existing advising activities and efforts. (PRW)

ED 402 805

HE 029 722

Davidson, Wilma McCloskey, Susan

Peterson's Practically Painless Guide to Writing a Winning College Application Essay.

Report No.—ISBN-1-56079-601-4

Pub Date—96

Note—125p.

Available from—Peterson's, 202 Carnegie Center, P.O. Box 2123, Princeton, NJ 08543-2123; phone: 800-338-3282 (\$9.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Admission Criteria, *College Applicants, *College Bound Students, *College Preparation, *Essays, Expository Writing, High Schools, Higher Education, *Writing Skills

This handbook helps students with writing the college application essay, moving them through each state of planning, composing, revising, and polishing their application essays. Essays written by students are analyzed for vagueness, overwriting, and pompous vocabulary. The authors emphasize that admissions officers are looking for essays that reveal personal information about the student that is not contained in the remainder of the application. Genuineness and thoughtfulness are sought, as well as the element of the unexpected. Students are recommended to make their essays as specific as possible, using precise and economical language, as well as correct grammar, spelling, and punctuation. The guide also provides strategies for avoiding procrastination and panic, including "mindmapping" or brainstorming on paper, speed-writing without interruption for 10 to 15 minutes, and "jump-starting" or filling in the blanks in introductory essay questions provided in the book. Advice is given on how to adapt a single, good essay to respond to several questions on different applications. Tips for revising the essay focus on content, interest, clarity, conciseness, usage and style, and correctness. A detailed checklist is given of the most common mistakes of punctuation, non-grammatical wording, wasted words, and stylistic lapses, along with suggested corrections. (PRW)

ED 402 806

HE 029 723

Sautter, R. Craig, Ed.

Who Got In? College Bound's 1996 National Survey of College Admissions Trends. Tenth Annual Edition.

Report No.—ISBN-1-882794-96-6

Pub Date—96

Note—173p.

Available from—College Bound Publications, P.O. Box 6526, Evanston, IL 60204 (\$14.95 U.S.; \$16.95 International).

Pub Type—Books (010) — Reference Materials - General (130)

Document Not Available from EDRS.

Descriptors—*College Admission, *College Bound Students, College Entrance Examinations, College Freshmen, *Enrollment, Federal Aid, Foreign Students, Higher Education, National Surveys, Scholarships, School Statistics, *Student Financial Aid, Trend Analysis, *Tuition

This book provides the responses received from over 212 public and private colleges and universities concerning the schools' admissions trends, their student admissions for the 1995-96 academic year, and what traits colleges are looking for in the 1996 incoming class. The introductory chapter discusses trends in college admissions in 1995, including the use of computer technology in the application process. The book lists the colleges alphabetically. Each entry includes: (1) the numbers of applica-

tions received and accepted in 1995-96, (2) minority student acceptance and retention rates, (3) graduation rates, (4) admission requirements and acceptance rates for international students, (5) numbers of early decision and wait-listed applicants, (6) average test scores of new students, (7) deadlines for 1996/97 admissions, (8) percentage of students receiving financial aid, (9) average financial aid packages, (10) new scholarships for first year students, (11) whether the school participates in the direct federal aid program, (12) admissions strategies and financial aid tips for students, (13) new academic options and programs, (14) 1996/97 tuition rates, and (15) whether the school uses electronic admissions. At the end of each profile the school address, name of contact person, and phone numbers for more information are provided. (PRW)

ED 402 807

HE 029 724

Scheetz, L. Patrick

Recruiting Trends 1996-97. A National Study of Job Market Trends for New College Graduates among 508 Businesses, Industries, and Governmental Agencies. Twenty-Sixth Edition.

Michigan State Univ., East Lansing. Collegiate Employment Research Inst.

Pub Date—6 Dec 96

Note—39p.; For the 1995 25th edition, see ED 390 327.

Available from—Collegiate Employment Research Institute, Michigan State University, 113 Student Services Bldg., East Lansing, MI 48824-1113 (1-5 copies \$25 each, over 5 copies \$12.50 each).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Graduates, Employee Attitudes, *Employer Attitudes, Employers, Employment Opportunities, *Employment Patterns, Employment Practices, Employment Projections, Employment Qualifications, Higher Education, *Labor Market, National Surveys, Questionnaires, *Recruitment, Salaries, Trend Analysis, Work Attitudes

This study examined recruiting trends of business, industry, and government among new college graduates. Questionnaires were mailed to 4,890 employers, of which 489 returned complete responses. The survey found that new college graduates of 1996-97 can expect growth in job opportunities. An increase of 6.2 percent in job prospects and an increase of job security for new college graduates was anticipated. Shortages of new graduates are reported for the computer sciences and engineering, which also have the highest starting salaries and salary increases. Marketing and sales majors, actuaries, nurses, and transportation and logistics management majors are also sought. Career-related preprofessional experiences were favored by employers. Employers are looking for graduates with excellent communication skills and Web site, e-mail, and other technological experiences. All areas of the country reported good job prospects, with the Southeastern and Northcentral geographical regions reporting the most favorable employment opportunities for recent graduates. Women represented 41.1 percent of all new hires in 144 organizations reporting gender data, while racial and ethnic minorities represented 16.4 percent of new hires at 147 organizations reporting. Individuals with disabilities represented 2.1 percent of new hires as reported by 144 surveyed employers. A list of employers responding to the survey is included. (PRW)

ED 402 808

HE 029 725

Jonietz, Patricia L.

Qualitative/Action Research for Authentic Assessment.

Pub Date—8 Nov 96

Note—12p.; Paper presented at the CEC/TED Conference (Washington, DC, November 8, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Action Research, *College Outcomes Assessment, *Evaluation Methods,

Graduate Study, Higher Education, Mentors, *Models, *Qualitative Research, *Student Evaluation

Identifiers—Saint Mary College KS

This conference paper describes an assessment model used by the graduate degree program at St. Mary College (Kansas). The degree program provides a cross-specialization in education, management, and psychology. Qualitative/Action Research for Authentic Assessment is a method for assessing students at completion of degree which provides an alternative to traditional comprehensive examinations and research papers. The assessment model was designed to lead students toward becoming analytical thinkers, self-directed learners, effective communicators with diverse audiences, and effective collaborative workers. The basis of assessment is a summary paper and a 15 minute oral presentation. The summary paper may develop out of coursework, professional work, or personal interest and is applied across the three disciplines. The student selects a faculty member to serve as mentor, who consults and collaborates on the student's research project. The oral presentation is given before an audience of students, faculty, and friends who ask questions and discuss the paper. The assessment process is intended to encourage students to reflect not only on the content of their courses, but also on the application of course learning, to integrate knowledge across disciplines, and to relate their learning to professional work in a particular context. (PRW)

ED 402 809

HE 029 726

La Valle, Ivana And Others

The IES Annual Graduate Review 1996-97.

Sussex Univ., Brighton (England). Inst. for Employment Studies.

Report No.—IES-R-324; ISBN-1-85184-252-7

Pub Date—96

Note—55p.

Available from—Institute for Employment Studies, Mantell Building, University of Sussex, Brighton BN1 9RF England, United Kingdom.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Graduates, Demography, *Employment Opportunities, *Employment Patterns, Employment Practices, *Employment Projections, Employment Qualifications, Ethnic Groups, Foreign Countries, Higher Education, Job Placement, *Labor Market, Minority Groups, National Surveys, *Recruitment, Trend Analysis

Identifiers—Diversity (Student), *United Kingdom

This report provides information on trends in higher education and the graduate labor market in the United Kingdom. Data was obtained from the Higher Education Statistical Agency, the Universities and Colleges Admissions Services, the Association of Graduate Recruiters, the Labour Force Survey, and from recent Institute for Employment Studies (IES) reports. After an introductory chapter, the second chapter presents an overview of the implications of increased numbers of students, increased student diversity, the changing higher education experience, trends towards diversification in the graduate labor market, international trends, and future directions in graduate supply and demand. Chapter 3 presents statistical information and commentary on graduate supply and demand, particularly student numbers and entrants, profile of the student population, and graduate employment patterns and graduate demand. Chapter 4 reports on ethnic minority graduates and their progress in the labor market, information technology skill needs among graduate recruiters, the interface between further and higher education, and the nature of the links between further education colleges and universities. (Contains 26 references.) (PRW)

ED 402 810

HE 029 727

Study in the Netherlands: Small Countries Have To Be Smarter. General Edition.

Netherlands Organisation for International Coop-

eration in Higher Education, The Hague.

Pub Date—96

Note—109p.; For a related document, see ED 387 066. Printed on colored paper.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—College Housing, College Students, Dutch, Dutch Culture, Foreign Countries, Foreign Students, Higher Education, Insurance, *International Educational Exchange, Program Descriptions, Student Financial Aid, Student Transportation, *Study Abroad

Identifiers—*Netherlands

This booklet describes opportunities for higher education study in the Netherlands along with information, addresses, and practical tips for foreign students who are considering taking a course or earning a degree at a Dutch institution of higher education. Six sections cover: (1) the rewards of the investment in study abroad; (2) background on contemporary Netherlands society; (3) student roles in the Netherlands (critical and independent); (4) Dutch higher education and what it offers foreign students; (5) exchange programs and scholarships; and (6) practical matters (language, insurance, money, housing, transportation). An extensive "yellow pages" section lists and describes 336 courses and study programs conducted in English by institution. A section of "blue pages" contains charts listing programs conducted in Dutch in the following subject areas: agriculture and natural environment, science, engineering and technology, health care, economics, law, behavior and society, language and culture, fine and performing arts, economics, and education. A final section provides addresses for the universities and institutions listed. (JLS)

ED 402 811

HE 029 728

Chatt, Richard P. And Others

Improving the Performance of Governing

Boards. American Council on Education/

Oryx Press Series on Higher Education.

American Council on Education, Washington, D.C.

Report No.—ISBN-1-57356-037-5

Pub Date—96

Note—161p.

Available from—The Oryx Press, P.O. Box 33889, Phoenix, AZ 85067-3889. (\$34.95).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Action Research, Administrator Guides, Administrator Role, Advisory Committees, *Board Administrator Relationship, Change Agents, *College Administration, College Presidents, Fund Raising, *Governance, *Governing Boards, Group Dynamics, Higher Education, Politics of Education, Private Colleges, Resistance to Change, *Trustees

This book describes an action research study of the working of college boards of trustees which expanded on an earlier work. The earlier study identified six areas of competency characteristic of effective boards of trustees—contextual, educational, interpersonal, analytical, political, and strategic. This study examined how boards of trustees can put these principles into practice and learn to become more competent. The "Trustee Demonstration Project" was implemented for 5 years at six independent colleges: Butler University (Indiana), Cornell College (Iowa), Eckerd College (Florida), Lane College (Tennessee), Randolph-Macon Women's College (Virginia), and the University of Findlay (Ohio). After initial interviews with presidents and trustee officers, the project conducted a retreat for each Board at which the model was presented. For the following 3 years each Board received twice-yearly visits and regular consultations with the project site director as they implemented directions selected by the President and Board. Chapter topics include: (1) understanding effective trusteeship, (2) initiating board development, (3) fostering board cohesion, (4) enhancing board education, (5) improving board processes, and (6) responding to the resistance some trustees and institutional leaders exhibit toward board

development efforts. There are recommendations for improving the effectiveness of college trustee boards with examples of documents and other exhibits. (Contains 41 references.) (JLS)

ED 402 812

HE 029 729

Hardie-Boys, Ned

Workload and Stress. A Report of ASSE Members.

Association of Staff in Tertiary Education (New Zealand); New Zealand Council for Educational Research, Wellington.

Report No.—ISBN-0-908916-97-3

Pub Date—96

Note—97p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—College Faculty, *Faculty Workload, Foreign Countries, Higher Education, *Job Satisfaction, National Surveys, *Quality of Working Life, Questionnaires, Statistical Data, *Stress Variables, Teacher Burnout, Teacher Responsibility, *Teaching Conditions, Trend Analysis

Identifiers—*New Zealand

This survey sought to determine workload and stress levels of college teaching staff represented by the Association of Staff in Tertiary Education (ASTE) of New Zealand. The survey examined issues related to workload and stress including: perceptions of workload, sources of stress, work responsibilities/roles, quality of work areas, student numbers, reasons for changes, pace of change, status of employment, salary, job satisfaction, issues of concern, potential improvements to job, participation in training and studying, and institutional goals. Survey respondents (N=555) indicated that most were experiencing increasing levels of workload and stress. Increasing work hours were reported with increases coming from course planning, assessment, student queries, and student pastoral care. Sources of stress reported included lack of relieving staff, low institutional morale, level of workload, and work interruptions. Among issues of concern identified were funding and resources, senior management, work conditions, and policy changes. Despite high workloads, half of respondents reported being satisfied or very satisfied with their jobs and only 27 percent reported dissatisfaction. However, 48 percent of respondents reported increased levels of job dissatisfaction. (Contains 22 references.) (JLS)

ED 402 813

HE 029 730

Smart, John C.

Academic Subenvironments and Differential Patterns of Self-Perceived Growth during College: A Test of Holland's Theory. ASHE Annual Meeting Paper.

Pub Date—20 Jun 96

Note—25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31–November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Career Choice, College Students, Educational Environment, Higher Education, Individual Differences, Intellectual Development, *Intellectual Disciplines, Models, Personality Assessment, Personality Development, *Personality Traits, Self Evaluation (Individuals), *Socialization, Student Attitudes, *Student Development, Student Interests, Theories

Identifiers—*ASHE Annual Meeting, Cooperative Institutional Research Program, *Hollands Theory of Occupational Choice

Academic departments exert a powerful influence on students by recruitment of distinctive personality types into academic disciplines, and by a socialization process in which departments reward students for the display of attitudes in accordance with the norms of their disciplines. This study examined the differential patterns of student growth within the theoretical framework of Holland's theory of occupational choice using data on 2,036 stu-

dents from the 1986 and 1990 surveys of the Cooperative Institutional Research Program. Holland classifies people into six personality types based upon their distinctive patterns of interests, attitudes, and competencies, and proposes a model of six types of environments that attract, reinforce and are dominated by each personality type. It was predicted that students would show differences dependent on their involvement in different academic subenvironments classified according to Holland's model. This study strongly supported Holland's theory, showing wide variation in students' self-reported patterns of growth over a four-year period as a function of the specific academic subenvironment within the institution. Results support the use of Holland's theory to examine the contribution of different instructional approaches to students' development. Tables give statistical data and a description of the model academic subenvironments of Holland's theory. (Contains 37 references.) (PRW)

ED 402 814

HE 029 731

Bode, Rita Karwacki

Collegiality Encountered by New Faculty.

ASHE Annual Meeting Paper.

Rehabilitation Inst. of Chicago, Ill.

Spons Agency—National Center on Postsecondary Teaching, Learning, and Assessment, University Park, PA.

Pub Date—Nov 96

Note—18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31–November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Rank (Professional), Beginning Teachers, *College Faculty, *Collegiality, Cooperation, Data Analysis, Definitions, Educational Environment, Higher Education, Institutional Environment, Mentors, Nontenured Faculty, *Peer Relationship, Qualitative Research, *Research Methodology, Scholarship, Seniority, Sex Differences, *Social Support Groups, Surveys, Tenured Faculty

Identifiers—*ASHE Annual Meeting

This qualitative study attempted to answer the question of what constitutes a collegial environment. New faculty members (N=258) at five institutions were surveyed and 92 new faculty were interviewed. The study utilized a methodology of quantifying data from interviews, the Rasch analytic technique, in which the definition of collegiality was separated from the rating of how collegial an environment was considered to be, thereby providing a common definition of collegiality on which faculty could rate their institutions. The study found that no respondents rated their institutions as uncollegial, a few rated them as very collegial and most rated them as average. The characteristic of whether new or other faculty initiated interactions was not perceived as related to collegiality. No gender differences in perceived collegiality were found. By rank, instructors and new faculty at institutions with no ranks rank rated their institutions as more collegial than those who were either tenured on the tenure track. New faculty at 2-year institutions rated their institutions as more collegial than those at 4-year institutions. The collegial environment was characterized by intellectual support and a sense of community, with support of new faculty's scholarly endeavors and reciprocal interactions between faculty members. (PRW)

ED 402 815

HE 029 732

Faghihi, Foroozandeh Ethington, Corinna A.

The Effect of Doctoral Students' Background, Involvement, and Perception of Growth on Their Intention To Persist. ASHE Annual Meeting Paper.

Pub Date—2 Nov 96

Note—27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31–

November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Academic Aspiration, *Academic Persistence, Departments, *Doctoral Degrees, Doctoral Programs, Dropout Research, Educational Environment, *Graduate Study, Higher Education, Mentors, Student Characteristics, Student College Relationship, *Student Development, Student Financial Aid, *Student Participation, *Teacher Student Relationship

Identifiers—*ASHE Annual Meeting

This study examined the extent to which an individual doctoral student's characteristics and involvement in the academic and social life of the department influences the student's perception of growth and development during graduate school, and thus the student's persistence in pursuing a graduate degree. The study surveyed doctoral students (N=711) attending a research university in the Midwest during fall of 1991. Analysis of survey responses (N=570) indicated that students' involvement in the program, especially involvement with the faculty and intellectual involvement, directly influenced students' intention to persist. Intellectual involvement and students' satisfaction is a function of age, gender, and marital status. Older students expressed higher intellectual involvement than younger students, and female students appeared to have higher intellectual involvement than males (contradicting some previous studies about women doctoral students). Results suggest that graduate programs may eliminate some barriers to the progress of students toward doctoral degrees by implementing such policies as providing financial, social, and faculty support. (Contains 33 references.) (PRW)

ED 402 816

HE 029 733

Cook, Constance E. Arnold, Gertrude L.

How Different Types of Colleges and Universities Represent Themselves in Washington: Perspectives and Tactics. ASHE Annual Meeting Paper.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; Michigan Univ., Ann Arbor; Spencer Foundation, Chicago, Ill.

Pub Date—1 Nov 96

Note—29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Educational Finance, Educational Legislation, *Federal Aid, *Government School Relationship, Higher Education, *Institutional Characteristics, *Lobbying, *Political Influences, *Politics of Education, Private Colleges, Public Colleges, Public Policy

Identifiers—*ASHE Annual Meeting, Carnegie Classification

This study used both qualitative and quantitative methodologies to examine the similarities and differences among different types of institutions of higher education in regard to federal relations. A 1994 mail survey of college presidents resulted in 1,554 respondents. Responses were analyzed based on the Carnegie classification system and control (with special emphasis on comparisons of public and private, two-year and four-year, and research and other institutions). Analysis supported the conventional wisdom that control (i.e., public or private) is the principal factor differentiating institutions, but also found that size and Carnegie classification play a role in shaping institutional attitudes and practices toward federal relations. Institutional complexity appeared to determine the degree of involvement an institution has with federal relations. Respondents from larger institutions with research and doctoral emphases reported the use of the widest array of resources to foster federal relations whereas smaller institutions with more narrowly defined roles were more likely to rely on the expertise of the major Washington associations. In spite of the variations among institutions, institutional attitudes and approaches regarding federal

relations were remarkably similar. Given the value of consensus positions and a unified approach, this bodes well for the effectiveness of the Washington higher education domain. (Contains 16 references.) (PRW)

ED 402 817

HE 029 734

Eljama, Melissa And Others

Listening for Disciplinary Differences in Faculty Goals. ASHE Annual Meeting Paper.

Michigan Univ., Ann Arbor. Center for the Study of Higher and Postsecondary Education.

Pub Date—2 Nov 96

Note—44p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Basic Skills, *Cognitive Development, *Creative Thinking, *Critical Thinking, *Educational Objectives, Higher Education, *Intellectual Development, Intellectual Disciplines, Logical Thinking, Outcomes of Education, Problem Solving, Student Development, Thinking Skills

Identifiers—*ASHE Annual Meeting

This study examined the specific words that college faculty in different disciplines use to convey goals for students using data from 1986-87 interviews with 62 faculty members teaching introductory colleges and a 1988-89 survey of 2105 faculty which established a listing of over 6000 goal statements. Goal statements were examined in order to understand the nuances of meaning behind phrases such as "effective thinking," "creative thinking" and "critical thinking" and to discover how disciplinary interpretations of such language differed. Study findings suggest that faculty do not consider effective thinking goals in isolation from other goals but express them in conjunction with other long-range goals such as basic skills acquisition, intellectual development, knowledge acquisition, future preparation, and personal development. Although effective thinking was usually broken into logical/deductive reasoning, critical/analytic thinking and problem-solving skills, these skills were so closely linked as to suggest that they were similar processes spoken of in different ways in different disciplines. Results suggest that, with faculty understanding of diverse perceptions of and approaches to thinking skills, a more successful general education program may be achieved. (Contains 39 references.) (PRW)

ED 402 818

HE 029 735

English, Susan Lewis

College Influence on Student Intentions toward International Competence. ASHE Annual Meeting Paper.

Pub Date—31 Oct 96

Note—46p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—College Students, *Cross Cultural Training, *Cultural Exchange, *Global Approach, Global Education, Higher Education, Models, *Outcomes of Education, Overseas Employment, Second Language Learning, *Student Attitudes, *Student Educational Objectives, Student Exchange Programs

Identifiers—*ASHE Annual Meeting, International Competence

This study attempted to test the concept of international competence as a construct and to estimate the extent to which college experience predicts variance on student intentions toward international competence. Relying on Lambert's model of global competence, the study tested five components of international competence for validity and reliability as a single construct. These five components were world knowledge, foreign language proficiency, empathy for other cultural viewpoints, approval of foreign people and cultures, and ability to practice

one's profession in an international setting. Interviews with 22 college students preceded the design and administration of a survey to seniors (N=449) in business, engineering, and arts and sciences at one American research university. The International Competence Intention Index was created through factor analysis. It was found that psychosocial factors of perceived opportunity, self-efficacy, social influence, and liberal values directly predicted intention. Gender was an indirect predictor of intention, with women scoring significantly higher than men, based on higher self-efficacy beliefs reported by women. College experience, travel during college and the field of study also predicted intention indirectly. Race/ethnicity, parental education, pre-college international experience, and school of enrollment were not found to have either direct or indirect effects on intention. (Contains 34 references.) (PRW)

ED 402 819

HE 029 736

Whitmire, Ethelene

Undergraduate Students' Development of Critical Thinking Skills: An Institutional and Disciplinary Analysis and Comparison with Academic Library Use and Other Measures. ASHE Annual Meeting Paper.

Michigan Univ., Ann Arbor. Center for the Study of Higher and Postsecondary Education.

Pub Date—Nov 96

Note—29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Academic Libraries, *College Environment, College Libraries, *Critical Thinking, Educational Environment, Higher Education, *Intellectual Development, Intellectual Disciplines, Self Evaluation (Individuals), *Student Characteristics, Student Experience, Student School Relationship, Thinking Skills, *Undergraduate Students

Identifiers—*ASHE Annual Meeting

This study examined the influence of background characteristics, disciplinary differences, institutional context, academic library experiences, and the perceptions of the college environment on the estimated gains of critical thinking skills in undergraduate students (N=9,361). The study used data from a national, cross-sectional survey completed by undergraduate students during the academic year. Results of multiple regression analyses indicated that a student's perception of the college environment was the best predictor of a student's estimated gains in critical thinking skills. Students who perceived their college environment to be scholarly were more inclined to report greater gains in critical thinking skills. Student use of the academic library and background characteristics of students were not predictors of estimated gains in critical thinking skills. Students attending associate of arts institutions reported higher perceptions of increased critical thinking skills than students in research, comprehensive, and liberal arts schools. Additionally, students in the humanities reported lower estimated gains in critical thinking skills when compared with students majoring in the physical sciences, social sciences, business, and engineering. The findings suggest that students' background characteristics and the academic library do not have a great impact on developing the critical thinking skills of undergraduate students. (Contains 21 references.) (Author/PRW)

ED 402 820

HE 029 737

Perna, Laura W.

The Contribution of Financial Aid to the Price of Four-Year Institution Attended by 1989/90 Freshmen. ASHE Annual Meeting Paper.

Pub Date—2 Nov 96

Note—79p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 -

November 3, 1996).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—*Access to Education, Affirmative Action, *College Choice, College Freshmen, College Students, *Equal Education, Higher Education, *Institutional Characteristics, *Politics of Education, Public Policy, Student Costs, *Student Financial Aid

Identifiers—*ASHE Annual Meeting, National Postsecondary Student Aid Study

By examining the effects of financial aid upon students' choice of what type of institution of higher education to attend, this study addressed the effectiveness of current student financial aid programs in achieving the goal of equal educational opportunity. The study evaluated a sample of 1,916 students in the first follow-up (1992) of the Beginning Postsecondary Student Survey of 1989-90 entering freshmen, a subsample of the National Postsecondary Student Aid Study. Students' choice of institution to attend was measured by the institutional characteristic of price after controlling for the effects of other student and institutional characteristics. The study's conclusions were: (1) that financial aid enabled students to attend higher-priced institutions, although various types and amounts of aid had different effects upon the price of institution attended; (2) that, unlike the results of prior research, loans were positively related to the price of the institution attended; (3) that financial aid was insufficient to enable students from lower socioeconomic backgrounds and Hispanic students to attend the higher-priced four-year colleges and universities for which they were academically qualified; and (4) that the effects of financial aid upon institutional price varied by race group, since loans were less effective for black students than for students of other race groups. (Contains 83 references.) (PRW)

ED 402 821

HE 029 738

Arnold, James C. And Others

Efficiency in Public Higher Education: Administrative Reform and Redundancy. ASHE Annual Meeting Paper.

Oregon State System of Higher Education, Portland. Office of Academic Affairs.

Pub Date—1 Nov 96

Note—27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Administrative Policy, Administrator Attitudes, Change Strategies, *College Administration, Educational Administration, *Educational Legislation, Educational Policy, Government School Relationship, *Higher Education, *Politics of Education, Public Administration, *Public Colleges, Public Policy, State Legislation

Identifiers—*ASHE Annual Meeting, Higher Education Administ Efficiency Act (Oregon), *Oregon

This study examined the state of Oregon's efforts at administrative reform in public higher education. The early stages of implementation of the Higher Education Administrative Efficiency Act initiated by Oregon during the 1995 session were analyzed. Four factors were found to be primarily responsible for the need to reform public higher education in Oregon: (1) the presence of financial, social, and political factors; (2) widespread dissatisfaction with the status quo; (3) supportive internal leadership; and (4) timing. The study reinforced the proposition that professional development is an essential part of the successful implementation of public policy. In the early stages of implementing the Act, there was a wide disparity between how successful mid- and upper-level administrators perceived implementation to be. Street-level administrators viewed their new responsibilities under the Act as detracting from human efficiencies, while upper-level administrators viewed increased autonomy as a positive contributor to human efficiency. The study concluded that areas which affect the

development and implementation of large-scale administrative change efforts include communication within the organization, access to staff development activities, and the use of available technologies to ease difficulties associated with implementing administrative reform. (Contains 18 references.) (PRW)

ED 402 822

HE 029 739

Perna, Laura W. Hudgins, Cynthia

The Graduate Assistantship: Facilitator of Graduate Students' Professional Socialization. ASHE Annual Meeting Paper.

Pub Date—2 Nov 96

Note—56p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Assistantships, Doctoral Degrees, Education Work Relationship, Faculty Advisers, Graduate Students, *Graduate Study, Higher Education, Interprofessional Relationship, Mentors, *Peer Influence, *Professional Development, Qualitative Research, *Research Assistants, Socialization, Student Employment, *Student Financial Aid

Identifiers—*ASHE Annual Meeting

This qualitative study explored the professional socialization experiences of doctoral students enrolled in the school of education at a public research university with emphasis on the graduate assistantship as a mechanism for doctoral students' professional socialization, and the effect of financial concerns on graduate students' socialization were addressed. The study analyzed a variety of data including students' written personal reflections about their experiences as graduate students, interviews with three students, a focus group discussion with six students, participant observation, and a review of written documents. The study identified certain benefits received by doctoral students with research assistantships such as the provision of structurally-based opportunities for doctoral students to interact with and learn from faculty and of a ready-made peer group and associated informal socialization experiences. Research assistantships were also found to reduce students' financial concerns. (Contains 71 references.) (PRW)

ED 402 823

HE 029 740

Hargens, Lowell L.

Interpreting Biglan's "Hard-Soft" Dimension of Disciplinary Variation. ASHE Annual Meeting Paper.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—2 Nov 96

Contract—SBR-9223317

Note—15p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Bibliometrics, Citation Analysis, *Classification, Data Analysis, Departments, *Educational Research, Higher Education, *Intellectual Disciplines, Models, Rating Scales, *Research Methodology, Scholarship

Identifiers—*ASHE Annual Meeting, *Biglan Model

Anthony Biglan (1973) proposed a typology of academic disciplines that identified three dimensions of academics' perceptions of the similarity of fields of scholarship: (1) "hard-soft", (2) "pure-applied", and (3) "life-non-life". Derek Price (1965) suggested that bibliographic data could be used to provide an assessment of whether hard and soft fields vary as suggested by Biglan's interpretation. Using reference network graphs of publication patterns of citation patterns, Price argued that in research areas exhibiting high levels of consensus, scholars tend to cite recently published documents but in fields with low levels of consensus, there is no disproportional citation of recent work. To

assess Price's argument, this study collected data in nine research areas in disciplines spanning Biglan's hard-soft dimension. Using published reviews in each area and indices, publication lists were created of cited works. The results are generally consistent with Biglan's interpretation of the hard-soft dimension as reflecting disciplinary differences in consensus. Four physical science specialties showed over-citation of recent papers while the four social and behavioral science areas showed under-citation of recent papers. One area, in mathematics, did not show the predicted results. The consistency between the results found and Biglan's interpretation of the nature of the "hard-soft" dimension, provides a measure of support for Biglan's interpretation. (Contains 16 references.) (JLS)

ED 402 824

HE 029 741

Gmelch, Walter H. And Others

A Cross-Cultural Comparison of Department Chair Stress in Australia and the United States. ASHE Annual Meeting Paper.

Pub Date—Nov 96

Note—52p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Administrator Role, Attitudes, *College Faculty, Cross Cultural Studies, Cultural Differences, *Department Heads, Foreign Countries, Higher Education, Job Satisfaction, Multiple Regression Analysis, National Surveys, Research Universities, Role Conflict, Role Perception, *Stress Management, *Stress Variables

Identifiers—*ASHE Annual Meeting, *Australia

A three-phase study examined department chair stress as a multidimensional construct with links to multiple variables and consisting of three phases: American, Australian, and cross-cultural. In this study of the third-phase, researchers conducted cross-cultural comparisons of department chair stress factors, perceptions, and consequences using the data sets generated in the study's previous two phases. Study findings indicate that the personal and professional profile of Australian department chairs resembles that of their United States counterparts. In this cross-cultural study, each of the reported stress dimensions (faculty role, administrative relationship, role ambiguity, perceived expectations, and administrative task) reflects a different pattern of influence. For example, the administrative relationships dimension is more stressful for Australian chairs while Americans suffer greater pressure from administrative task stress. As a result, macro-level strategies must vary by country and ultimately by institution. Further, national differences such as the recent national consolidation of institutions in Australia also may cause different stresses on chairs than those in the U.S. Department chair stress comes in many forms and is influenced by multiple sources with different strategies required for the separate dimensions of stress in order to make a more manageable environment for department chairs. (Contains 76 references.) (JLS)

ED 402 825

HE 029 742

Kezar, Adrianna

Toward Pluralistic Leadership Cultures: Beyond Policy Making, Being Transformed by Stories. ASHE Annual Meeting Paper.

Pub Date—Nov 96

Note—53p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Administrator Responsibility, Case Studies, Community Colleges, Cultural Pluralism, Higher Education, *Instructional Leadership, Intergroup Relations, *Leadership, Leadership Responsibility, *Leadership Styles,

Organizational Climate, Social Change, Social Values

Identifiers—*ASHE Annual Meeting, Organizational Culture

The purpose of this paper is to explore avenues for achieving pluralistic leadership cultures and present three principles: (1) awareness of identity, positionality, and power conditions; (2) acknowledgment of multiple descriptions of campus leadership and personal philosophies of leadership; and (3) negotiation among multiple descriptions of campus leadership and personal philosophies of leadership. A review of the literature shows that previous monocultural and male-dominated definitions of leadership fail to allow full participation by members of all groups. Through multiple definitions of campus leadership, more organizational participants can become involved and this in part leads to better resolution of conflict. Further, pluralistic leadership should lead to more diverse groups of people being identified, hired, and advanced to leadership positions. Pluralistic leadership cultures will lead to the expansion of curriculum within leadership training to include a broader range of traits, behaviors, power/influence processes, and cognitive processes. Finally, being aware of the multiple ways that leadership is defined can facilitate sounder organizational communication as organizational participants realize the necessity of explaining their assumptions about leadership. Two case studies or in-depth narrative portraits are also presented. These cases are taken from a community college transitioning from a traditional hierarchical model to a servant leadership model. (Contains 96 references.) (JLS)

ED 402 826

HE 029 743

Hrvat, Erin McNamara

Boundaries of Belonging and Postsecondary Access: African-American Students and College Choice Decisionmaking in Social Context. ASHE Annual Meeting Paper.

Pub Date—Nov 96

Note—41p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Aspiration, Black Achievement, Black Students, *College Choice, *College Preparation, *Decision Making, Ethnography, Females, High Schools, Higher Education, Pupil Personnel Services, Racial Factors, *School Counseling, Social Class, Social Environment, *Social Mobility, Student Educational Objectives, Student Needs, Urban Education

Identifiers—*ASHE Annual Meeting, California

Our schools are environments of race and class and these school environments structure opportunity based on race and class. This paper explores how students' lives and their access to postsecondary education are framed and structured by the influences of race and class. The college choice decision process of three female Black students from a range of socioeconomic backgrounds in three distinct high school environments are examined. One of the most important ways that schools foster the investment of various forms of capital in the course of students' educational careers is in the transition from high school to college. The data for this ethnographic study was collected over a nine-month period at three urban California high schools. At the private school, intensive support was provided for college admissions and students applied to selective colleges nationally. At the two public schools much less support was provided and applications were generally limited to within the state or to historically Black colleges. Analysis suggests that Black students from private schools are accruing higher social status and opportunities while the future status of Black public school students is lowered by their more limited college choices, regardless of their academic qualifications. (Contains 32 references.) (JLS)

ED 402 827

HE 029 744

McCarthy, Phillip Daniel

Sharing the Costs of Postsecondary Education in Vermont: A Case Study of a "High Tuition, High Aid" State Strategy. ASHE Annual Meeting Paper.

Pub Date—31 Oct 96

Note—27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996). Some figures contain small print.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Finance, *Financial Policy, *Financial Support, Grants, Higher Education, *State Aid, *Student Financial Aid, Student Loan Programs, Tax Allocation

Identifiers—*ASHE Annual Meeting, *Vermont

This study examines the philosophy, strategic principles, and public funding mechanisms that form the "Vermont model" of postsecondary education finance and involve a "high tuition, high aid" finance strategy as an alternative to the predominant practice of heavily subsidized student-related postsecondary costs through taxpayer support of public colleges and universities. A pragmatic cost-containment strategy has guided state appropriations, tuition-pricing, and state assistance practices. From Fiscal Year 1985 to Fiscal Year 1993, Vermont state subsidies provided reasonable access and choice with public subsidies equitably distributed to lower-income grant recipients. However, trend analysis of enrollment and student assistance data suggest that between Fiscal Year 1989 and Fiscal Year 1993 educational opportunities may have declined for lower income Vermont residents and during this period responsibilities for financial postsecondary education shifted from federal and state taxpayers to families and institutions. The cost-containment and portability features of Vermont's strategy have contributed to the state's publicly-assisted institutions becoming more dependent upon out-of-state revenues and may have encouraged out-migration enrollment for Vermont Student Assistance Corporation recipients. As the burden shifts from taxpayers to families, access, choice, and affordability are declining for Vermont lower income grant recipients. A flexible framework is needed to address the new socioeconomic realities and challenges facing Vermont. Tables show distribution of aid and grants. (Contains 14 references.) (JLS)

ED 402 828

HE 029 745

Velasquez, Patrick M.

Resisting the Normative Implications of Tinto: Student and Institutional Characteristics Supporting the Persistence of Chicanos in Higher Education. ASHE Annual Meeting Paper.

Pub Date—31 Oct 96

Note—38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Aspiration, *Academic Persistence, College Role, College Students, *Dropout Prevention, Higher Education, Institutional Mission, Intervention, Mexican Americans, Minority Groups, Public Colleges, *School Holding Power, *Social Integration, Student Adjustment, Student College Relationship, Student Educational Objectives

Identifiers—*ASHE Annual Meeting, California, Diversity (Student), *Tinto Model

Chicano student achievement remains low at virtually all stages of the educational pipeline but the low rates of postsecondary matriculation and persistence are especially alarming. Tinto (1993) has described student persistence in higher education as a longitudinal process of interaction between an individual student and his/her institutional environment that is driven by the degree of congruence between student and institution. The registrar's

office at three institutions, California State University, a California Community College, and the University of California, provided a list of randomly selected students who self-identified as Chicanos. Each student was mailed a questionnaire near the end of a quarter or semester to obtain responses reflecting a minimum of one entire academic year. The students' responses indicated a high degree of biculturalism (comfort and proficiency in both Chicano and U.S. cultural domains) and that their ethnic identity as Chicano was salient. There was also a dominant response pattern in the student's perceptions of their institution's commitment to Chicanos. Students had high, positive perceptions of their institutions on only a few variables, mainly admissions policies and support services. Responses were neutral in areas of cultural democracy including support for Chicano organizations and support for affirmative action. Also, students reported high levels of stress in personal, family, and financial areas. (Contains 41 references.) (JLS)

ED 402 829

HE 029 746

Millett, Catherine M. MacKenzie, Susan

An Exploratory Study of College Purchase Options: How Financial Aid Widens Minorities' Choices. ASHE Annual Meeting Paper.

Pub Date—Nov 96

Note—53p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Aspiration, Asian Americans, Black Students, *College Choice, *Decision Making, Females, Grants, Higher Education, Hispanic Americans, Minority Groups, National Surveys, Paying for College, Social Environment, *Social Mobility, Student Characteristics, Student Costs, Student Educational Objectives, *Student Financial Aid, Student Loan Programs, Student Needs, Tables (Data), Two Year Colleges

Identifiers—*ASHE Annual Meeting, Asian American Students, Hispanic American Students, *National Postsecondary Student Aid Study

This study examined, over a 3-year period, the ability of financial assistance for minority students to bridge the gap between generic higher education and the high-prestige, high-cost institutions that are associated with long-term economic benefits to graduates. Applying a variation of the status attainment model to data for the 1989-1990 National Postsecondary Student Aid Survey and its 1992-1993 successor, equity of school choice was examined among various ethnic groups. Over the three year period, average family incomes for Blacks and Hispanics declined while White and Asian family incomes increased. All groups averaged higher amounts of student financial aid with the largest gains for Asians, then Blacks, Hispanics, and Whites. The existence of grants appeared to be encouraging particularly for Blacks and Hispanics, who "buy-up" in the college-price hierarchy. Loans had a lesser influence on college selection by price. Although, educational goals were the most important variable for all groups of the decision to attend a four-year versus two-year institution, financial aid made some difference in choice of institution. Financial aid made more impact in 1993 than 1990, enabling all four groups to spend more on tuition. The analysis shows the importance of financial aid in widening a student's choice regarding both tuition spending and institutional level. (Contains 39 references.) (JLS)

ED 402 830

HE 029 747

Foster, Lenoar Ward, Kelly

The Practice of Academic Administration: Internships in Higher Education Programs. ASHE Annual Meeting Paper.

Pub Date—Nov 96

Note—25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 -

November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Degree Requirements, Doctoral Programs, Graduate Study, Higher Education, *Internship Programs, On the Job Training, Postsecondary Education as a Field of Study, *Teacher Education Curriculum, Theory Practice Relationship

Identifiers—*ASHE Annual Meeting

Existing research reveals little about the availability of internships for graduate students in higher education, and also fails to explain the utilization of these internship offerings. The findings from this study suggest that while a majority of programs in higher education have some type of practice-based offerings in their curricula, considerable variation exists in how the internships are structured and the types of internships utilized by students. Questionnaires were mailed to program directors listed in the Association for the Study of Higher Education Membership and Higher Education Program Faculty Directory. Mailings and follow-up produced 64 usable responses. Over 92 percent of respondents reported their programs offered internships and 56 percent reported participation of master's level students. Forty percent of the Ed.D programs required internships and 18 percent of the Ph.D. programs required internships. This study found that the more theoretical the degree, the less likely students were to engage in internships. If higher education programs are to transcend the notion that their degrees lack rigor, then program administrators must look closely at the content and curricula of their programs, both theoretically and practically. It is imperative that present and potential higher education practitioners be given meaningful experiences that connect the world of the classroom with practical experience. (Contains 28 references.) (JLS)

ED 402 831

HE 029 748

Glover, Jeanette W.

Campus Environment and Student Involvement as Predictors of Outcomes of the Community College Experience. ASHE Annual Meeting Paper.

Pub Date—Nov 96

Note—28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Academic Aspiration, College Environment, *Community Colleges, Full Time Students, Higher Education, National Surveys, *Outcomes of Education, Part Time Students, *Student Characteristics, *Student College Relationship, *Student Development, Student Employment, Student Motivation, Study Habits, Time on Task

Identifiers—*ASHE Annual Meeting, Community College Student Experiences Quest

Student effort, the campus environment, and student age and full- or part-time status have significant effects on outcomes for university students. This study employed the same three sets of independent variables to predict gains in general education and in personal and social development for community college students. The study analyzed data from the Community College Student Experiences Questionnaire completed by 4,210 students from nine geographically diverse community colleges. For both educational and personal/social outcomes, quality and quantity of student effort and positive perception of the campus environment were significant predictors regardless of the student's age. Environment interacting with full- or part-time status was also a significant predictor of gains in general education. More than half the sample reported working from 10 to 20 hours weekly and another 26 percent worked at least 30 hours per week. Approximately 75 percent estimated spending 20 hours or less per week studying and preparing for classes. Students who were more involved and those who rated their campus environment positively reported making more progress in personal

and social development as well as in general education than less involved and less satisfied students. (Contains 24 references.) (Author/JLS)

ED 402 832

HE 029 749

Briggs, Charlotte L.

Differences in Degree Aspirations and Attainment Outcomes between Football or Basketball Players and Other Intercollegiate Athletes. ASHE Annual Meeting Paper.

Pub Date—Oct 96

Note—25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Academic Aspiration, Academic Persistence, *Athletes, *Basketball, *College Athletics, Decision Making, *Educational Attainment, Extramural Athletics, *Football, Higher Education, Intercollegiate Cooperation, Student Characteristics, Student Development, Student Educational Objectives, Time on Task

Identifiers—*ASHE Annual Meeting, Cooperative Institutional Research Program

Using data from the Cooperative Institutional Research Program of students who were college freshmen in 1986 and responded to a follow-up survey in 1990, this study examined differences in degree aspirations and attainment between intercollegiate football or basketball players (N=158) and other intercollegiate athletes (N=801). Although there were significant differences in most background characteristics between the two groups, there was no difference in their mean degree aspiration at the start of their first year of college. Four years later, however, football and basketball players had significantly lower degree attainment and degree aspirations than their counterparts who played other intercollegiate sports. More importantly, even when background characteristics and initial degree aspirations were statistically controlled for in multiple regression analysis, the degree aspirations of football and basketball players significantly dropped while the degree aspirations of those playing other sports did not change. Outcomes were differentially negative not only for male but also for female athletes in the football and basketball group compared to those in other sports. Time devoted to athletics was not significantly different between the two groups of athletes. Peer group effects and role engulfment were suggested as possible explanations for the findings, and limitations to interpretability are discussed. (Contains 14 references.) (Author/JLS)

ED 402 833

HE 029 750

Pace, C. Robert

Contrasts Between Science and Humanities Majors in Undergraduate Outcomes and Activities. ASHE Annual Meeting Paper.

Pub Date—Nov 96

Note—16p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Education, Cognitive Processes, Higher Education, *Humanities, Intellectual Development, Intellectual Disciplines, Liberal Arts, *Majors (Students), *Outcomes of Education, *Science and Society, Science Education, *Science Process Skills, Sciences, Scientific Literacy, Self Evaluation (Individuals), Student Development, Student Educational Objectives, *Undergraduate Students

Identifiers—*ASHE Annual Meeting, College Student Experiences Questionnaire, Hollands Theory of Occupational Choice, Humboldt State University CA, Snow (C P), University of California Los Angeles

This paper seeks evidence of a culture gulf, first voiced by C.P. Snow in 1959, between science and humanities as reflected in the understanding which

undergraduate science and humanities majors have of the other field. The 1995 study evaluated responses of students at the University of California Los Angeles (UCLA) and California's Humboldt State University (HSU) to the College Student Experiences Questionnaire, which measures both general cognitive outcomes and personal/social outcomes. The study found some differences between science and humanities majors, although not as great as those reflected in Snow's study of eminent physical scientists and literary intellectuals. The study did find that science majors reported greater progress in analytical skills while humanities majors report greater progress in interpersonal skills. These differences were consistently greater at UCLA than at HSU. The data examining these differences, using Holland's (1959) theory of vocational choice, suggest that they may be the result of institutional environment and context. (Contains 8 references.) (CH)

ED 402 834

HE 029 751

deGiv, Marilyn L.

The Making of a Branch Campus System: A Statewide Strategy of Coalition Building. ASHE Annual Meeting Paper.

Pub Date—Nov 96

Note—50p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Agenda Setting, *Behavior Theories, Community Action, Community Involvement, Community Organizations, Data Analysis, Educational Legislation, *Educational Policy, Higher Education, Interaction Process Analysis, Lobbying, *Multicampus Colleges, Participative Decision Making, Policy Formation, *Politics of Education, Power Structure, Public Opinion, Strategic Planning

Identifiers—*ASHE Annual Meeting, University of Washington, *Washington, Washington State University

This case study of a higher education policy-making process tested a conceptual model based on a combination of political systems, behavioral power, and influence theories. The study, which followed the course and outcomes of a branch campus policy formulated in Washington state over a four-year period (1985-89), sought to show that the ability of policy actors to influence decision making could be inferred by analyzing the various strategic efforts mounted during the stages of policy formation. Data analyzed included official state documents and tapes of hearings and floor activities, plus minutes of community group meetings, university memos, and newspaper articles. Major policy actors included the Higher Education Coordinating Board, community boards in various locations throughout the state, the University of Washington, and Washington State University. The study details positions and debate arguments, and the "inducing" coalition-building strategies that each of these groups employed to attain desired policy goals, with a table summarizing legislative actions taken. The report concludes that the data support the conceptual thesis evaluated: namely, it is possible to infer how a complex web of political exchanges and assurances woven by powerful policy actors can accomplish a strategic objective—in this case, establishment of a branch campus system. (Contains approximately 75 references.) (CH)

ED 402 835

HE 029 752

Wang, Li-yun

Higher Educational Expansion in Taiwan from 1950 to 1994: Patterns and Explanations. ASHE Annual Meeting Paper.

Pub Date—Nov 96

Note—76p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Memphis, TN, October 31 - No-

ember 3, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—College Admission, College Attendance, Data Analysis, Economic Development, *Educational Demand, Educational Equity (Finance), Educational Finance, Educational Policy, *Educational Supply, Educational Trends, Enrollment Management, Foreign Countries, *Government Role, Higher Education, Politics of Education, *Resource Allocation, Trend Analysis

Identifiers—*ASHE Annual Meeting, *Taiwan

This paper examines the expansion of higher education in Taiwan from 1950 to 1994, looking first at the patterns of the expansion and, secondly, attempting to account for these patterns. Higher education in Taiwan is defined as general universities and colleges, institutes of technology, and junior colleges with governance of the system under the control of the Ministry of Education. The study reviewed major historical events and examined documents and the literature concerning patterns of expansion in the number of institutions, in the number of students enrolled, and in expenditures. The study then reviewed the state's stated reasons—economic concerns, educational quality, social demands, and equal distribution of resources—for regulating expansion of higher education, and compared these reasons with other models of educational expansion and with the actual results achieved. The paper concludes by taking issue with the state's official position and suggests that the primary reason for its controlling growth was to keep unemployment rates among college graduates low. Further studies to examine educational policy making and educational supply and demand models are suggested. Appendices illustrate the structure of the Taiwan school system, list historical events related to higher educational expansion, list official documents reviewed, and provide graphical displays of trend data. (Contains approximately 100 references.) (CH)

ED 402 836 HE 029 753

Smith, Daryl G. And Others

The Pipeline for Achieving Faculty Diversity: Debunking the Myths. ASHE Annual Meeting Paper.

Pub Date—Nov 96

Note—17p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Affirmative Action, Beginning Teachers, College Faculty, Employment Opportunities, Employment Practices, *Equal Opportunities (Jobs), Faculty Integration, *Faculty Recruitment, Fellowships, Graduate Surveys, Higher Education, Labor Market, *Minority Group Teachers, Personnel Selection, Racial Discrimination, Racial Integration, *Teacher Supply and Demand

Identifiers—Andrew W Mellon Foundation, *ASHE Annual Meeting, *Diversity (Faculty), Ford Minority Fellowships, Spencer Foundation

This study examined the academic labor market experiences of 393 recipients of Ford Minority Fellowships, Mellon Fellows, and certain Spencer Fellows who had recently completed doctoral degrees. Of the original 393 individuals, 78 percent responded to telephone interviews that focused on their hiring experiences relative to eight prototypes, which ranged from "sought after" to "never applied for faculty position." Based on the data, the report addresses and debunks five "myths" of the academic labor market and concludes that institutions can raise the level of qualified candidates by improving the search and hiring process, and by considering nontenure alternatives. The report sees opportunities for diversity decreasing in the future and suggests fellowships as a way to provide important networking links. Additionally, it sets out some strategies and principles of good hiring practice for

institutions and suggests also that institutions provide graduate students with support in preparing for the job market and be ethical and honest when opportunities for academic posts are limited. (Contains 25 references.) (CH)

ED 402 837 HE 029 754

Heller, Donald E.

Rising Public Tuition Prices and Enrollment in Community Colleges and Four-Year Institutions. ASHE Annual Meeting Paper.

Pub Date—Oct 96

Note—43p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Access to Education, Black Education, College Admission, College Attendance, *Educational Finance, Enrollment Influences, *Enrollment Trends, Grants, Higher Education, Minority Groups, Models, *Need Analysis (Student Financial Aid), *Paying for College, Policy Analysis, Racial Balance, School Support, State Aid, State Colleges, Statistical Analysis, Student Needs, Trend Analysis

Identifiers—*ASHE Annual Meeting, Fixed Effects

This research examined the impact of state policies regarding tuition rates and financial aid budgets on access to public higher education. The study addressed two specific issues: (1) whether undergraduate enrollment rates of students in different racial groups changed during the period 1976-94, and (2) the impact of increased tuition at public colleges and universities on students of different races. The study first analyzed trends in public higher education enrollment rates, and then applied a fixed-effects model utilizing cross-sectional and time-series data. The study's conclusions, consistent with those of earlier studies, included the following: (1) community college students seem to be more sensitive to changes in need-based state funding than are four-year students, but the impact of changing economic conditions varies depending on the type of institution and (2) in four-year institutions, enrollment appears to be inversely related to unemployment rates, with the opposite being true in community colleges. Enrollment trend data are summarized in text and 11 figures; additional tables and figures synthesize some of the model data. An appendix provides a list of Census Bureau regions. (Contains 48 references.) (CH)

ED 402 838 HE 029 755

Talbut, Susan

Identity Politics, Institutional Response, and Cultural Negotiation: Meanings of a Lesbian/Gay/Bisexual Office on Campus. ASHE Annual Meeting Paper.

Pub Date—Nov 96

Note—38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Memphis, TN, October 31 - November 3, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Civil Rights, Consciousness Raising, Diversity (Institutional), Educational Discrimination, Higher Education, *Homophobia, Homosexuality, Institutional Environment, Lesbianism, Public Opinion, Qualitative Research, School Community Relationship, Self Concept, *Sex Bias, Sex Discrimination, Sexism in Language, *Sexual Identity, Social Change, *Social Support Groups, Sociocultural Patterns, Student Personnel Services

Identifiers—*ASHE Annual Meeting, Bisexuality, *Diversity (Student), Homosexual Literature

This study examined the social and political climate surrounding the opening of a controversial gay/lesbian/bisexual support office at an anonymous midwestern public research university. In addition to analyses of university mission statements, plans, and policies, other "diversity" litera-

ture, and campus and local newspapers, fieldwork included twenty interviews with faculty, staff, and students on campus. The study explored the university's view of itself as a liberal island in the midst of a conservative environment. It identified tensions that exist when the stated policy of diversity is not matched by diversity in practice and the inherent contradictions when discourse takes place in an "environment of disacknowledgment." It analyzed some of the rhetoric used in support of and against the establishment of the proposal. It is concluded that significant insights into academic and social change can be gained by paying attention to how the practices of identity politics interact with official policies and practices. (Contains 31 references.) (CH)

ED 402 839 HE 029 756

Cunneen, Kathlyn M.

Exploring the Concept of Departmental Vision. ASHE Annual Meeting Paper.

Pub Date—Nov 96

Note—34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Departments, Educational Objectives, Faculty College Relationship, Group Dynamics, Higher Education, Industrial Psychology, Informal Organization, Institutional Environment, Intellectual Disciplines, *Mission Statements, Organizational Climate, *Organizational Communication, Participative Decision Making, Participatory Research, Policy Formation, Quality Circles, Quality of Working Life, Research Universities, Teamwork

Identifiers—*ASHE Annual Meeting, Biglan Model

This study explored faculty views about a new concept, departmental vision. Since the literature presents many different views of what the term "vision" encompasses, this study sought to establish criteria useful in an academic setting. The study was conducted at a large midwestern public research university; data were collected through a series of semi-structured interviews with 32 faculty members, using subsets of research questions based upon A. Biglan's (1973) model of disciplinary cultures. Respondents first defined "departmental vision" and then responded to a "vision" handout suggesting nine characteristics. After considering the concept of "effective organizational vision," most respondents agreed that a concept of departmental vision could be applied to a higher education setting. Analysis of the interviews coupled with a review of the leadership literature led to three propositions concerning departmental vision. These include: (1) characteristics of an organizational vision; (2) the usefulness of departmental visions to center the work of academic departments; and (3) the best timing for discussing departmental vision. Six appendices summarize the decision criteria used, list the characteristics of the departments and respondents, list the 12 subgroup variables, and include a "vision" handout used in the research. A table lists the hierarchy of events that tend to prompt a discussion of departmental vision. (Contains approximately 70 references.) (CH)

ED 402 840 HE 029 757

Collins, Valerie Hawkes

The Faculty Role in Governance: A Historical Analysis of the Influence of The American Association of University Professors and the Middle States Association on Academic Decision Making. ASHE Annual Meeting Paper.

Pub Date—Nov 96

Note—77p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Memphis, TN, October 31 - No-

ember 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Accrediting Agencies, Administrative Organization, Administrative Policy, Case Studies, *Faculty College Relationship, *Governance, Higher Education, Organization, *Organizational Theories, Participative Decision Making, Power Structure, *Private Colleges, Research and Development, Theories, Theory Practice Relationship

Identifiers—American Association of University Professors, *ASHE Annual Meeting, Middle States Association of Colleges and Schools, *Mintzberg (Henry)

This study examined changes in private college governance during the years 1960-90, and at how external forces affected decision making structures and processes and at faculty's powers. The theoretical construct for the study was largely based on H. Mintzberg's (1983) concepts of organizational structure and power. Historical and case study methods were used to examine the evolution of faculty governance roles at four colleges, generically named Elite, Unionized, Traditional, and Crisis. The study found that standards and policies promulgated by both the Middle States Association and the American Association of University Professors had strengthened the faculty role in the governance process. It was also found that while Mintzberg's theories were useful in examining changes within the organizational life cycle of colleges, they were less useful in articulating differences within organizations. The study resulted in recommendations for the various groups concerned with faculty's role in governance: accrediting organizations, the American Association of University Professors, faculty, and college presidents and administrators. It is recommended that future research identify barriers to the implementation of findings concerning governance, consider how Mintzberg's theories on organizational dynamics might be applied, and increase utilization of analytic generalization in case study research on institutions of higher education. Four tables summarize data on faculty governance structures and processes. (Contains approximately 200 references.) (CH)

ED 402 841 HE 029 758

Pisani, Anoush M. Stott, Nathan

An Investigation of Part-Time Faculty Commitment to Student Development. ASHE Annual Meeting Paper.

Pub Date—Nov 96

Note—22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Advising, Attitude Measures, Developmental Programs, *Faculty Advisers, Guidance Programs, Higher Education, *Interaction Process Analysis, *Part Time Faculty, Predictive Measurement, *Regression (Statistics), Student Adjustment, Student Development, *Student Personnel Services

Identifiers—*ASHE Annual Meeting

This study examined the factors influencing the commitment of part-time faculty to developmental advising. The study was based on a theoretical framework which suggests that developmental advising is a learning experience that involves interaction of students and faculty members. The data for the study were collected during a 1992 survey of 969 part-time faculty (504 responses) at a midwestern university, with variables characterized as descriptive or attitudinal. The study found that the greatest positive influence on developmental advising was integration of part-time faculty into the department. It was concluded that increasing faculty involvement in developmental advising will enhance the quality of higher education. Variable definitions and scale rankings are defined in the appendix, and results are analyzed and then summarized in two tables, one a correlation matrix and the

other listing the regression coefficients. (Contains approximately 55 references.) (CH)

ED 402 842 HE 029 759

Siegel, David J. Carchidi, Daniel M.

Observations on Boundary Spanning and Culture in Higher Education: An Exploratory Study of a Start-up Organization. ASHE Annual Meeting Paper.

Pub Date—Nov 96

Note—33p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Culture, Ethnography, *Faculty Organizations, *Group Dynamics, Group Experience, Higher Education, *Interaction Process Analysis, *Organizational Change, Organizational Development, Organizational Theories, *Organizations (Groups), Participant Observation, Role Conflict

Identifiers—*ASHE Annual Meeting, Boundary Spanning

This study examined an institution that is in the process of developing programs and organizations to meet the new challenges faced by higher education. It reviewed the evolution of a new, boundary-spanning organization at a major research university from the perspective of the persons involved. The study looked at the experiences of the people within the organization, at how these experiences reflect a growing professional culture, and at the lessons to be learned by others in similar situations. Cross-sectional ethnographic data were gathered through observations of meetings, interviews, and content analysis of internal documents. Analysis found the data clustered around the following themes: (1) role ambiguity, (2) image management, (3) cultural differences between the study group and other campus units, (4) composition of the study group, and (5) external community service roles. Findings suggest that administrators and faculty will have to: spend considerable time managing constituencies; attend to how people communicate; avoid judging new organizations by conventional standards; and learn to be comfortable with ambiguity. The paper calls for a new language to address the emerging boundary-spanning organizational cultures. (Contains 18 references.) (CH)

ED 402 843 HE 029 760

Flint, Thomas A.

Predicting Student Loan Defaults. ASHE Annual Meeting Paper.

Pub Date—31 Oct 96

Note—59p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Demography, Educational Finance, Federal Programs, Financial Aid Applicants, Higher Education, Legal Responsibility, *Loan Default, *Loan Repayment, Models, National Surveys, Paying for College, *Predictive Measurement, Predictive Validity, Predictor Variables, Student Characteristics, *Student Financial Aid, *Student Loan Programs, Student Responsibility

Identifiers—*ASHE Annual Meeting, *National Postsecondary Student Aid Study

The failure of students to repay federally insured loans has led to an increased emphasis on default prevention and threatens institutions with high default rates with exclusion from federal student aid programs. Prior studies of default prevention using theoretical constructs based on economics, sociology, and psychology have yielded mixed results. This large-scale multi-college study based on the Student Loan Recipient Survey (SLRS) of the 1987 National Postsecondary Student Aid Study sought to analyze the many variables that might influence loan repayment behavior. Data on 1,117 borrowers from 510 institutions were analyzed. The model

used for the study grouped variables into three blocks: precollege, college-related, and postcollege, and included student background, school choice, student academic achievement, loan counseling, exit counseling, and point-of-survey (post-college) variables. The model correctly predicted repayment status of about 87 percent of all cases, with the strongest correlation being with student background. Overall, the study found that while economic factors played a modest role in repayment behavior, the most significant influences were psychological. Three tables summarize data, and include: record loss during sample selection; description of the variables included in the model; and a regression analysis of defaulted loans for the six groups of variables. (Contains approximately 135 references.) (CH)

ED 402 844 HE 029 761

Rhee, Byung-Shik Dey, Eric L.

Collegiate Influences on the Civic Values of Students. ASHE Annual Meeting Paper.

Pub Date—31 Oct 96

Note—26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Analysis of Variance, Church Related Colleges, *Citizen Participation, *Citizenship Education, College Role, Educational Responsibility, *Extracurricular Activities, Higher Education, Institutional Research, Statistical Analysis, Student Attitudes, Student College Relationship, *Student Development, Student Motivation, Student Participation, Trend Analysis, *Values Education

Identifiers—*ASHE Annual Meeting, *Cooperative Institutional Research Program

This study, built upon prior work by E. Pasarella, C. Ethington, and J. Smart (1988), examined the influence of college upon the civic values held by students. Data were obtained from the Cooperative Institutional Research Program, a national longitudinal study of college students. Four sets of variables were used: civic values of students in 1985 and 1989; student individual characteristics; measures of college experience; and organizational characteristics of the institution. The within-school model used in the study showed that students who were more involved in college activities had better civic values than those with less involvement. Another finding was that church-affiliated, or more politically oriented, colleges were more effective in developing student civic values than other types of institutions. Six tables and two appendices describe the variables and the statistics; summarize data and results for civic value factors, a random coefficient model, an intercept-and-slopes-as-outcome model, and a one-way ANOVA model; and show proportion of variance in the final model. (Contains 19 references.) (CH)

ED 402 845 HE 029 762

Freed, Jann E. Klugman, Marie R.

Higher Education Institutions as Learning Organizations: The Quality Principles and Practices in Higher Education. ASHE Annual Meeting Paper.

Pub Date—Nov 96

Note—17p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Change Agents, *Change Strategies, Decision Making, Field Interviews, Group Dynamics, Higher Education, *Institutional Environment, Institutional Research, *Management Systems, *Organizational Change, Organizational Climate, Organizational Objectives, Quality Circles, Questionnaires,

Resistance to Change, *Systems Approach, *Systems Development

Identifiers—*ASHE Annual Meeting

This study examined 10 institutions of higher education with widely different characteristics to determine whether, in the process of implementing quality improvements, they had become "learning organizations." Data were gathered through questionnaires and interviews with more than 20 individuals at nine of the campuses, and were then categorized to create a model of the quality practices in institutions of higher learning. Analysis led to identification of four primary themes in the development of quality principles and practices: (1) the campus forces that drive the changes, (2) the institutional systems developed to implement and support quality improvements (such as developing outcome driven mission statements); (3) factors enhancing or restraining quality improvement efforts on campus (such as leadership and decision-making based on data); (4) outcomes or measures of progress (such as positive change in leadership and improved communication). Twelve lessons emerged from the interviews including: systems thinking is imperative; quality culture leadership is critical; and build partnerships with stakeholders. The study concluded that institutions that have implemented quality principles and practices for at least 3 years have cultures that embrace change, have developed systems that support such initiatives, and use feedback to continually improve their systems and processes. (Contains 15 references.) (CH)

ED 402 846

HE 029 763

Clarke, James S. And Others

Faculty Receptivity/Resistance to Change, Personal and Organizational Efficacy, Decision Deprivation and Effectiveness in Research I Universities. ASHE Annual Meeting Paper.

Pub Date—Nov 96

Note—39p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attitude Change, Behavior Rating Scales, Behavior Theories, *Change Agents, Change Strategies, *Faculty College Relationship, Higher Education, Institutional Environment, Institutional Research, Organizational Effectiveness, Participative Decision Making, *Research Universities, *Resistance to Change, Self Efficacy, *Self Evaluation (Groups), *Self Evaluation (Individuals), Teacher Administrator Relationship

Identifiers—*ASHE Annual Meeting

This study developed and validated a conceptual framework to explore the link between faculty receptivity and resistance to innovation and change, and organizational effectiveness. The study also sought to clearly delineate the difference between receptivity, which is defined as an internal or cognitive orientation toward change, and resistance, which is defined as an external or behavioral orientation toward change. Three self-report questionnaires were developed and three others adapted to produce indices that measured: faculty receptivity and resistance to change, faculty self and organizational efficacy, faculty decision-making deprivation, perceived organizational effectiveness, and higher education departmental effectiveness. Study respondents were 799 faculty and 79 academic unit heads at 53 public Carnegie I research universities. Across all measures the study found that established, older, tenured male faculty tended to be most resistant to change, although it also found that the level of receptivity and/or resistance was innovation-specific. The study also found a correlation between faculty decision-making deprivation and faculty perceptions of organizational effectiveness. Two tables provide regression data; and an appendix contains definitions of the study variables. (Contains 40 references.) (CH)

ED 402 847

HE 029 764

Pascarella, Ernest T. And Others

The "Chilly Climate" for Women and Cognitive Outcomes During the First Year of College. ASHE Annual Meeting Paper.

Illinois Univ., Chicago. Coll. of Education.; National Center on Postsecondary Teaching, Learning, and Assessment, University Park, PA.

Spons Agency—Department of Education, Washington, DC.

Pub Date—21 Jan 96

Contract—R117G10037

Note—47p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Tests, *College Freshmen, Educational Attainment, *Educational Environment, *Females, Higher Education, *Intellectual Development, Longitudinal Studies, Organizational Climate, Outcomes of Education, Student Alienation, Student Characteristics, *Student College Relationship, Student Development, Two Year Colleges

Identifiers—*ASHE Annual Meeting, Integrated Postsecondary Education Data System, National Center for Educational Statistics, *National Study of Student Learning

This study investigated the impact of a "chilly campus climate" on women's first-year cognitive outcomes. The sample population of 1,636 women was selected from incoming first-year students at 18 four-year and five two-year colleges and universities located in 16 different states which had participated in the longitudinal National Study of Student Learning. Institutions were selected from the Integrated Postsecondary Education Data System to approximate the race/sex balance of the national undergraduate population. A "Chilly Climate for Women Scale" was developed from eight items pertaining to perceived gender discrimination on the follow-up study. While the study found modest correlation between chilly campus climate and negative impact on intellectual growth, it did show that the magnitude of the impact was greater for women at two-year colleges than for those at four-year institutions. Four tables provide correlation scales, variable definitions, and regression analyses for women at two-year and at four-year colleges. (Contains 41 references.) (CH)

ED 402 848

HE 029 765

Levin, John S.

Presidential Succession and Organizational Change in the Community College. ASHE Annual Meeting Paper.

Pub Date—Nov 96

Note—36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (21st, Memphis, TN, October 31 - November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Change, Administrator Effectiveness, *Administrator Role, Case Studies, Change Agents, *College Presidents, *Community Colleges, Data Analysis, Higher Education, *Leadership, Leadership Qualities, Leadership Styles, *Organizational Change, Organizational Climate, Qualitative Research

Identifiers—*ASHE Annual Meeting

This qualitative study examined the perceived impact of the president on organizational change at five community colleges in one state, and is part of a multiple case study which is addressing organizational change in community colleges. The methodology for the study was based on the literature of organizational change which suggests four constructs: change in the organizational paradigm, where underlying assumptions of participants have changed; change in organizational mission and purpose; change in organizational culture; and change in functional processes such as organizational structures, managerial practices, technology, deci-

sion making, and communications. Data collection and analysis involved interviews with presidents, administrators, faculty, and support staff; questionnaires; group meetings; and documents. The study found that community college presidents were seen to "make a difference," with the greatest influence being perceived during periods of leadership succession. Organizational changes attributed to presidents are summarized in two tables: the first covers data obtained during interviews and the second summarizes data obtained from the questionnaires. (Contains 33 references.) (CH)

ED 402 849

HE 029 775

Application Statistics, 1995.

Council of Ontario Universities, Toronto.

Report No.—ISBN-0-88799-312-5; ISSN-0382-912x

Pub Date—Nov 96

Note—62p.; For a related document, see ED 374 719.

Available from—Council of Ontario Universities, 444 Yonge Street, Suite 203, Toronto, Ontario M5B 2H4, Canada.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Age Differences, Citizenship, *College Applicants, *College Students, Foreign Countries, Foreign Students, *Geographic Distribution, Higher Education, *Place of Residence, Regional Characteristics, School Demography, *School Registration, Secondary Education, Sex Differences, *Student Characteristics

Identifiers—*Ontario

This report presents student application and registration data for universities in Ontario, Canada, for the Fall of 1995. Tables and graphs present information on: (1) the total number of applications and registrations from 1986 through 1995; (2) application and registration ratios; (3) active applications and registered applicants by university, category, and sex; (4) active applications by choice preference and university as a percent of total active applications and registered applicants; (5) active applications and registered applicants by program; (6) active applications by choice preference as a percent of total active applications for each program; (7) regular applications, applicants, and registered applicants by educational source of applicants; (8) distribution of secondary school active applications by geographic origin; (9) distribution of registered secondary school applicants by geographic origin; (10) distribution of secondary school active applicants and registered applicants by age and sex; (11) distribution of other active applicants by age and gender; (12) distribution of active applicants and registered applicants by citizenship and immigration status; and (13) distribution of other active applicants by country of origin and immigration status; (14) distribution of active applicants and registered applicants by program and gender; and (15) reconciliation of statistics. Two appendices outline program and geographic groupings. (JLS)

ED 402 850

HE 029 776

Peterson's Choose a Christian College. Fifth Edition.

Peterson's Guides, Inc., Princeton, NJ.

Report No.—ISBN-1-56079-670-7

Pub Date—96

Note—149p.

Available from—Peterson's Guides, Inc., 202 Carnegie Center, Princeton, NJ 08543 (\$14.95).

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Christianity, *Church Related Colleges, *College Choice, Higher Education, Program Descriptions, Resource Materials, School Statistics, *School Surveys, Student Financial Aid

Identifiers—*Coalition for Christian Colleges and Universities

This revised and updated directory contains detailed profiles of the 91 member schools of the

Coalition for Christian Colleges and Universities. The data are based on Peterson's Annual Survey of Undergraduate Institutions and each college has provided a one-page description. These detailed profiles include information on: background facts, enrollment figures, number of faculty, academic programs, majors, contacts for additional information, athletic programs, admission procedures, and student financial aid. Additional notes include information about the college's mission, special programs, curricular emphases, and campus life. Introductory essays provide an overview of Christian college education, campus life, and advice on financial aid. Special programs sponsored by the Coalition for Christian Colleges and Universities are also described. These include Middle East Studies, Russian Studies, American Studies, the Los Angeles Film Studies Center, summer programs and other endorsed programs. Indexes are provided for academic undergraduate majors, athletics, study abroad, and graduate academic majors. (JLS)

ED 402 851 HE 029 777

El-Khawas, Elaine Knopp, Linda

Campus Trends 1996. Adjusting to New Realities. Higher Education Panel Report, Number 86.

American Council on Education, Washington, D.C. Higher Education Panel.

Pub Date—Jul 96

Note—64p.; For the previous issue, see ED 386 089.

Available from—American Council on Education, Publications Department CT36, Department 36, Washington, DC 20055-0036 (\$18 members, \$20 non-members).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Standards, *College Administration, College Faculty, College Freshmen, *College Programs, Colleges, Computer Uses in Education, Demography, Educational Practices, Educational Technology, *Educational Trends, Higher Education, Multicultural Education, National Surveys, Retrenchment, Self Evaluation (Groups), Student Employment, Trend Analysis, Undergraduate Study

Identifiers—Diversity (Student), Time to Degree

For the 13th year, a national survey of changes in the academic and administrative practices of American colleges and universities was undertaken. Senior administrators at 403 colleges and universities completed and returned survey questionnaires (80 percent of a sample of 506). Responses were statistically weighted so that results were representative of all American colleges and universities that offer a general program of undergraduate instruction. Selected highlights of the findings include: (1) for half of the institutions, increased attention to teaching and learning ranked among their most significant program changes in the last decade; (2) increased use of technology has become a major focus but only 29 percent of respondents gave strong ratings to their ability to keep up with the latest technological advances; (3) about 20 percent of institutions reported smaller faculties than a year earlier and 23 percent expected faculty size to decrease over the next 5 years; (4) students have become more diverse in racial and economic backgrounds, and there are more adult students; (5) students are taking longer to complete degrees; and (6) more students have part-time jobs. Appendixes contain tables, technical notes, and the questionnaire. (Contains 22 references.) (JLS)

ED 402 852 HE 029 778

Directory and Statistical Summary. Proprietary Sector of Missouri Postsecondary Education, 1995-96.

Missouri State Coordinating Board for Higher Education, Jefferson City.

Pub Date—Nov 96

Note—266p.; For previous edition, see ED 353

941.
Pub Type—Numerical/Quantitative Data (110) — Reference Materials - Directories/Catalogs (132) — Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Education Work Relationship, Educational Finance, Employment, Enrollment, *Institutional Characteristics, Postsecondary Education, Private Sector, *Proprietary Schools, Student Characteristics, Student Financial Aid, Tables (Data), Vocational Schools

Identifiers—*Missouri

This is the eighth annual report and summary of information relating to Missouri's postsecondary 113 private career schools for 1995-96. Following Part 1 and Part 2, foreword and introduction respectively, Part 3 is a directory of schools certified to operate in Missouri. Part 4 is a compilation and graphic display of observations from the data collected for schools certified during 1995. This section comprises the bulk of the document and contains a graphic summary with 14 figures and 12 tables of information on certifications, school characteristics, student characteristics, and institutional and student financial data. Also included in this section are an inventory of instructional programs, student preparation information, participation data, compilations and employment data, and lists of financial and personnel resources. Appendixes contain an inventory of instructional programs offered by out-of-state academic degree granting schools (1996-97), an inventory of Missouri private career school programs by school (1996-97), an inventory of Missouri private career school programs by program (1996-97), and classification of instructional programs. (JLS)

ED 402 853 HE 029 779

Oliver, Helen T.

Voices, Places and Conversations about Service Learning: Making Connections.

Pub Date—Oct 96

Note—18p.; Paper presented at the National Historically Black Colleges and Universities Faculty Development Symposium (Memphis, TN, October 10-13, 1996). For a related document, see HE 029 780.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Colleges, *College Role, *College Students, Community Services, *Curriculum Development, Educational Attitudes, Educational Policy, Higher Education, Program Descriptions, *School Community Relationship, *Service Learning, *Student Participation, Student Responsibility

Identifiers—*Rust College MS

This paper defines service-learning by college students in the context of institutional purpose, mission, and curriculum while simultaneously defining community and echoing conversations about student service-learning experiences. These issues include: (1) voices—institutional purpose and mission and founding principles; (2) places—the student, the teacher, the classroom, and the community; and (3) conversations—highlights of reflective experiences, "telling the stories". The paper describes the service learning program at Rust College (Mississippi), an historically black college which has a long tradition of community service. It reports that, in 1995, Rust College implemented a service learning program called Developing Responsibility through Education, Affirmation, Mentoring and Service (DREAMS). Thirty Rust students are presently involved in service-learning. Students are required to complete 20 hours of tutoring and mentoring services, keep a daily journal, write a reflective paper on the experience, and make a classroom presentation. (Contains 14 references.) (JLS)

ED 402 854 HE 029 780

Balazadeh, Nancy

Service-Learning and the Sociological Imagination: Approach and Assessment.

Pub Date—Oct 96

Note—11p.; Paper presented at the National Historically Black Colleges and Universities Fac-

ulty Development Symposium (Memphis, TN, October 10-13, 1996). For a related document, see HE 029 779.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Colleges, College Role, *Community Services, Curriculum Development, Educational Attitudes, Educational Policy, Experiential Learning, Grading, Higher Education, Program Descriptions, *School Community Relationship, *Service Learning, *Sociology, *Student Participation, Student Responsibility

Identifiers—*Rust College MS

Undergraduate sociology students at Rust College, Mississippi, an historically black college, have been given the opportunity to connect with the lives of others in institutional settings, thus making a generational connection between the college and a local nursing home. During the 1995-96 academic year, students in three sociology courses participated in service-learning activities. Students could elect a traditional course program or a program that included a structured service-learning component. The service-learning package was designed to constitute 30 percent of the student's final grade and were a formal part of the curriculum. Some of the students electing the service-learning component presented a qualitative assessment of their learning. Overall, the students in service-learning (N=26) did better than their peers who selected the standard option of instruction and grading. The resulting volunteer work experience can be listed on the student's resumes and this experience can also be used as a source of references for future employment. The experience is also likely to enhance the student's imagination and capacity to think sociologically, both important for success at the graduate level of study. Exhibits include a course description and evaluation instrument, description of the service-learning experience, required student journal entry form, student reflection paper outline, and final evaluation report form. (JLS)

ED 402 855 HE 029 782

Corrallo, Sal

The National Assessment of College Student Learning: An Inventory of State-Level Assessment Activities. A Report of the Proceedings of the Study Design Workshop (3rd, Arlington, VA, December 7-8, 1995). Research and Development Report.

National Center for Education Statistics (ED), Washington, D.C.

Report No.—ISBN-0-16-048923-7; NCES-96-862

Pub Date—Nov 96

Note—158p.; For related reports, see ED 372 717, ED 363 177, ED 359 856, and ED 346 808.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*College Outcomes Assessment, *Data Collection, Data Interpretation, *Educational Assessment, Educational Methods, *Educational Objectives, Educational Planning, Educational Policy, Elementary Secondary Education, Higher Education, Needs Assessment, Political Influences, *State Programs

Identifiers—*National Center for Education Statistics, *National Education Goals 1990, Performance Indicators

This report summarizes proceedings and conclusions of a two-day national planning workshop to further the assessment of national postsecondary outcomes, as suggested by Goal 6.5 of the National Education Goals, and to determine how the National Center for Education Statistics (NCES) and the states might work more effectively to develop mutually-supportive postsecondary assessment activities and policies. Conclusions of the workshop indicate that there is no immediate possibility of aggregating state-level data on postsecondary outcomes to create a usable national indicator. But they do suggest other ways in which the states and the federal government might work together to

improve the quality of the data. Section 1 provides background information and an overview of the workshop. Section 2 presents results of an inventory of state activities. Section 3 describes the workshop's major discussion themes and conclusions concerning: (1) the current political context for postsecondary assessment; (2) the corresponding methodological context; and (3) results of working sessions. Section 4 provides conclusions, policy implications, and possible next steps. Appendices include, in addition to the workshop agenda and participants list, a paper describing current activities of the NCES and individual background papers on each state's activities in postsecondary assessment. Also appended are the texts of the following prepared papers: "What Political Leaders Expect from Postsecondary Assessment" (Charles S. Lenth); "Perspective from the National Education Goals Panel" (Ken Nelson); "The State Perspective" (Mark D. Musick); "The Virginia Experience" (Margaret A. Miller); "Making Assessment Essential without Legislative Mandates: The Missouri Experience" (Ava L. Fajen et al.); and "Methodological Concerns: An ETS Perspective" (John Mazzeo). (MAH)

ED 402 856 HE 029 783

Sexual Harassment: It's Not Academic.

Office for Civil Rights (ED), Washington, DC.

Pub Date—Feb 95

Note—23p.; Landscape format. For 1988 edition, see ED 330 265.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior, College Students, *Compliance (Legal), *Federal Legislation, Higher Education, Institutional Environment, *Sex Discrimination, *Sexual Harassment, *Teacher Student Relationship

Identifiers—*Title IX Education Amendments 1972

This pamphlet addresses the issue of sexual harassment as it relates to students at postsecondary education institutions. It presents information concerning Title IX 1972 Education Amendments, and concerning: (1) an institution's legal responsibility to respond to allegations of sexual harassment; (2) actions available to a student experiencing sexual harassment; (3) the workings of the grievance process; (4) how a student files an Office for Civil Rights complaint; (5) reasons why a student should file such a complaint; and (6) the best way for an institution to deal with sexual harassment. Suggested considerations when developing an institution's sexual harassment grievance procedure are provided. A list is also provided of the U.S. Department of Education, Office for Civil Rights regional offices throughout the country. (MAH)

ED 402 857 HE 029 784

Horn, Laura J. Carroll, C. Dennis

Nontraditional Undergraduates: Trends in Enrollment from 1986 to 1992 and Persistence and Attainment among 1989-90 Beginning Postsecondary Students. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.

MPR Associates, Berkeley, CA.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—ISBN-0-16-048914-8; NCES-97-578

Pub Date—Nov 96

Note—78p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, *Academic Persistence, Access to Education, *Enrollment Trends, Higher Education, Nontraditional Education, *Nontraditional Stu-

dents, Tables (Data), *Trend Analysis, Undergraduate Students

Identifiers—*Beginning Postsecondary Students Long Study, *National Postsecondary Student Aid Study

This report presents tables and narrative that detail enrollment and persistence trends in postsecondary education participation of nontraditional students. The report uses data from the National Postsecondary Student Aid Studies of 1986-87, 1989-90, and 1992-93; and from the second followup of the 1989-90 Beginning Postsecondary Students Longitudinal Study which was conducted in the spring of 1994. A nontraditional student is defined as possessing one or more of the following characteristics: delayed enrollment into postsecondary education; attended part time; financially independent; worked full time while enrolled; had dependents other than a spouse; was a single parent; or did not obtain a standard high school diploma. Among major findings are: (1) a majority of undergraduates in all three surveys were at least minimally nontraditional; (2) while nontraditional students were concentrated in two-year institutions, their numbers also grew at four-year institutions; and (3) nontraditional students were much less likely to earn a degree within 5 years and more likely to quit school than their traditional counterparts. Enrollment trends are presented in tables and narrative according to each individual characteristic and according to whether students are minimally (1 characteristic), moderately (2 or 3 characteristics), or highly (4 or more characteristics) nontraditional. Appendices contain a glossary and technical notes and methodology. (MAH)

ED 402 858 HE 029 785

Kirshstein, Rita J. And Others

Institutional Policies and Practices Regarding Faculty in Higher Education. 1993 National Study of Postsecondary Faculty (NSOPF-93). Statistical Analysis Report.

Pelavin Research Inst., Washington, DC.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-97-080

Pub Date—Nov 96

Note—111p.; For related document, see ED 375 792.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Rank (Professional), *College Faculty, Employment Level, *Full Time Faculty, Higher Education, *Part Time Faculty, Tables (Data), *Teacher Employment, *Tenure

Identifiers—*National Survey of Postsecondary Faculty

This is the second publication released from the 1993 National Study of Postsecondary Faculty (NSOPF), a study about faculty and instructional staff in U.S. higher education institutions. The document presents findings from the institution survey of NSOPF-93 regarding their policies and practices toward faculty and staff, including: full-time, part-time permanent, temporary, instructional faculty and staff, and non-instructional faculty. Data reported include: (1) number and distribution of full- and part-time faculty and staff; (2) movement of full-time faculty and staff from their institutions; (3) distribution of tenure systems and tenured faculty; and (4) benefits provided to different groups of faculty and instructional staff. The survey found that, among other things, U.S. institutions of higher education employed approximately 1 million faculty and instructional staff in the fall of 1992, and 90 percent had instruction as their major regular assignment. There was about a 1 percent increase in the number of permanent full time instructional faculty and staff between fall 1991 and fall 1992, despite the fact that 6 percent of permanent full time instructional faculty and staff left their institutions because of retirement, downsizing, or other rea-

sons. The Survey Questionnaire is appended. (MAH)

ED 402 859 HE 029 786

Hochel, Sandy Wilson, Charmaine E.

Challenging the Superior Student Using Honors Contracts.

Pub Date—24 Nov 96

Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Association (San Diego, CA, November 24, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Aptitude, *Academically Gifted, Classroom Environment, College Faculty, College Students, Enrichment Activities, Faculty Development, Higher Education, *Honors Curriculum, *Instructional Innovation, *Performance Contracts, Speech Communication, Student Projects

Identifiers—*University of South Carolina

This paper describes an honors program developed by the University of South Carolina at Aiken to increase educational opportunities for the academically well-qualified and highly motivated student. The paper focuses on participation in the program by the speech communication faculty. Students who qualify for the program contract with individual professors to complete special projects in regular academic courses. Students are encouraged to pursue contracts in courses both in and out of their major areas of study. Student/professor contracts are reviewed and must be approved by an Honors Steering Committee. Four of the honors contracts completed in speech communication concerned interpersonal communication, public communication, interviewing, and advanced public communication. The projects and methodologies are described in the paper. Students in the honors program benefited from working closely with professors of their choosing; non-honors students were stimulated and challenged by the presence of the honors students in the regular classroom; and all professors had the opportunity to work closely with academically gifted students. (MAH)

ED 402 860 HE 029 787

Vernon, James R.

The Role of Judgment in Admissions.

Report No.—RGSD-129

Pub Date—96

Note—122p.; Ph.D. Dissertation, RAND Graduate School.

Available from—RAND, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90407-2138; Internet: order@rand.org

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, *Admissions Officers, *College Admission, *Doctoral Dissertations, Enrollment Management, Evaluation Methods, Graduate Study, Higher Education

Identifiers—Rand Graduate School of Policy Studies CA

This dissertation explores issues involved in higher education admissions processes. It analyzes admissions and subsequent performance at the RAND Graduate School. Academic literature informs the presentation of statistical relationships among admissions criteria, admissions committee ratings and performance measures. Transformation techniques provide the foundation for a discussion of the merits of alternative ways of thinking about selection, performance measurement, and prediction. While the RAND Graduate School admissions committee implicitly gives great importance to Graduate Record Examination (GRE) scores, different performance measures correlate most strongly with different selection criteria, complicating the establishment of screening rules. The empirical results show the statistical significance of several selection criteria in predicting a variety of measures of student performance and compare the significance of those criteria to the significance of quantified committee-member ratings in predicting the same performance measures. This report shows

several techniques for transforming measures of selection criteria, ratings and performance, in order to discuss the appropriateness of relative and absolute measures. (Contains 113 references.) (MAH)

ED 402 861 HE 029 789

Smith, Gerald L.

**A Black Educator in the Segregated South.
Kentucky's Rufus B. Atwood.**

Report No.—ISBN-0-8131-1856-5

Pub Date—94

Note—224p.

Available from—University Press of Kentucky, CUP Services, P.O. Box 6525, Ithaca, NY 14851 (\$28).

Pub Type—Books (010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—Biographies, *Black Colleges, *Black Education, Black Institutions, *Black Leadership, Blacks, Civil Rights, College Administration, *College Presidents, Educational History, Higher Education, Political Influences, *Social Change, State Universities. Identifiers—*Atwood (Rufus Ballard), Kentucky, Kentucky State University

This book reviews the career of Rufus Ballard Atwood, who served as president of Kentucky State University from 1929 to 1962. The book describes how he was often chosen by whites to represent the African American community on boards and commissions and how these appointments gave him access to the state's political and educational power structure. Atwood was a skilled interracial diplomat. His influence was always at risk, particularly when his tactics became obsolete in the new age of confrontational civil rights politics. The book examines Atwood's political relationships with state officials and his efforts to improve education for African Americans in Kentucky and the nation. It also appraises his contributions to Kentucky State University and his relationship with faculty and students, and evaluates his contributions to the civil rights movement in Kentucky. In addition, it compares Atwood's leadership style and the circumstances he confronted in Kentucky with those of black college presidents in other southern states. (Contains approximately 200 references.) (MAH)

ED 402 862 HE 029 791

Smith, Jocelyn Macraueg

The UCLA Experience: Class of 1994, Survey & Report.

UCLA Alumni Association, Los Angeles, CA.

Pub Date—Mar 96

Note—103p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—*Alumni, *Alumni Associations, College Graduates, *College Outcomes Assessment, Educational Research, Followup Studies, *Graduate Surveys, Higher Education, Professional Continuing Education

Identifiers—*University of California Los Angeles

This document reports the results of a January 1995 survey of a random selection of 1,500 alumni who graduated from UCLA (University of California at Los Angeles) in June 1994; 440 (29 percent) responded prior to the specified deadline. A copy of the survey instrument is included with this report. Responses to the survey were compared with responses to surveys in 1992 and 1991. Some of the more interesting shifts in opinion are highlighted in a "Notable Findings" section as well as in chart form. Twenty other charts present statistics on: (1) students accepted to UC Berkeley but who chose to attend UCLA; (2) primary reason for selecting UCLA; (3) amounts of student loans; (4) weakest components of the UCLA experience; (5) 1994 graduates who have jobs; (6) income levels; (7) current occupations; (8) persons enrolled in or interested in graduate or professional programs; (9) involvement in Greek and other activities; (10) alcohol consumption while students; (11) participation in senior class activities, including commencement; (12) ranking of student experiences; and (13) UCLA aspects in need of improvement. (MAH)

ED 402 863 HE 029 803

Current Student Aid and Other Related Regulations (Through January 31, 1994).

Office of Student Financial Assistance (ED), Washington, DC.

Pub Date—1 Jul 94

Note—871p.; Small print may not reproduce well. For previous edition, see ED 322 617.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF06/PC35 Plus Postage.

Descriptors—Eligibility, Family Financial Resources, Federal Programs, *Federal Regulation, Financial Aid Applicants, Financial Needs, Higher Education, Income Contingent Loans, Loan Default, Loan Repayment, Need Analysis (Student Financial Aid), Paying for College, *Student Financial Aid, *Student Loan Programs, Work Study Programs

Identifiers—College Work Study Program, *Direct Lending, *Family Education Loan Program, Higher Education Act 1965, Paul Douglas Teacher Scholarship Program, Pell Grant Program, Perkins Loan Program, Robert C. Byrd Honors Scholarship Program, Stafford Student Loan Program, State Student Incentive Grants, Supplemental Educational Opportunity Grants

This document is a compilation of final federal regulations issued from January through July, 1994, concerning student financial aid (SFA) and related concerns. The first portion includes the following parts under Title 34 of the Code of Federal Regulations: Drug Free Schools and Campuses, Family Educational Rights and Privacy, Institutional Eligibility, Secretary's procedures and criteria for recognition of accrediting agencies, Secretary's recognition procedures for State agencies, National Science Scholars Program, Paul Douglas Teacher Scholarship Program, Robert C. Byrd Honors Scholarship Program, Student Assistant General Provisions, Federal Perkins Loan Program; Federal Work-Study Program, Supplemental Educational Opportunity Grant Program, Federal Family Education Loan Programs, Federal Pell Grant Program, and State Student Incentive Grant Program. The second portion of the document includes issues of the Federal Register from January to July, 1994, which present regulations for: the Federal Direct Student Loan Program; Educational Opportunity Centers; general provisions of student assistance; the Federal Family Education Loan Program; recognition of accrediting agencies; campus safety; the National Early Intervention Scholarship and Partnership Program. (JLS)

ED 402 864 HE 029 806

Locke, Lawrence F. And Others

Proposals That Work: A Guide for Planning Dissertations and Grant Proposals. Third Edition.

Report No.—ISBN-0-8039-5067-5

Pub Date—93

Note—323p.

Available from—Sage Publications, Inc., 2455 Teller Rd., Newbury Park, CA 91320; Email: order@sagepub.com (paperback: ISBN-0-8039-5067-5; hardcover: ISBN-0-8039-5066-7).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Doctoral Dissertations, Ethics, *Grants, Higher Education, Masters Theses, *Program Proposals, *Proposal Writing, Qualitative Research, *Research Design, Research Methodology, Research Opportunities, Research Projects, *Research Proposals, Writing Strategies

This guide to writing research proposals for theses, dissertations, and grants contains practical suggestions for the would-be writer and several exemplars that show how effective proposal writing can be done. The guide is divided into two parts: Part 1, "Writing the Proposal" and Part 2, "Specimen Proposals." Part 1, the core of the guide, presents information applicable to all research proposals and discusses problems peculiar to the use of proposals in graduate education and funding agencies. Chapter 1 introduces generic elements

found in nearly all proposals. Chapter 2 discusses ethical issues confronted in the research process. Chapter 3 addresses the needs of graduate students preparing their first research proposal. Chapters 4 considers the content of the proposal including the literature review and anticipating the analysis. Chapter 5 presents the qualitative paradigm for research. Chapter 6 contains information on the style and form of the proposal. Chapter 7 discusses oral presentation of proposals and research. Chapters 8 and 9 cover submission of proposals to funding agencies. In Part 2, four sample proposals are presented. The first is related to the tasks presented in Chapter 1, and the others are presented with critical evaluations to illuminate their strengths and weaknesses. (Contains 152 references.) (PRW)

ED 402 865 HE 029 807

Ries, Joanne B. Leukefeld, Carl G.

Applying for Research Funding: Getting Started and Getting Funded.

Report No.—ISBN-0-8039-5365-8

Pub Date—95

Note—256p.

Available from—Sage Publications, Inc., 2455 Teller Rd., Thousand Oaks, CA 91320; Email: order@sagepub.com (paperback: ISBN-0-8039-5365-8; hardcover: ISBN-0-8039-5364-X).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Corporate Support, Corporations, Federal Aid, *Financial Support, *Grants, Higher Education, Institutional Research, Private Financial Support, *Program Proposals, *Proposal Writing, Public Support, Research Opportunities, Research Problems, Research Projects, *Research Proposals, Research Universities, State Aid, State Federal Aid

This guide is intended to provide the researcher with a systematic approach to the grant application process and assists the researcher in developing a competitive and successful application. The major elements of the application process are addressed in seven sections. Part 1 presents the main choices which must be made at the beginning of the process, including whether the potential researcher has the necessary credentials, the components of the application, and the funding mechanism to be selected. Part 2 discusses key contacts which are useful in facilitating the successful completion of a grant application. Part 3 assesses the strengths and weaknesses of various research environments. Part 4 covers what to include in the research application and when to write it. Part 5 gives practical suggestions for writing a persuasive application. Part 6 contains suggestions for focusing on the reviewers as the target for the successful application, and Part 7 covers what happens when an application is or is not funded. Tables and charts include an inventory of research strengths of the investigator, sample project budget outlines, timetables of preapplication and application process tasks, a sample table of contents, and a final application checklist. (Contains 59 references.) (PRW)

ED 402 866 HE 029 808

Nyquist, Jody D. Wulff, Donald H.

Working Effectively with Graduate Assistants.

Report No.—ISBN-0-8039-5314-3

Pub Date—96

Note—146p.

Available from—Sage Publications, Inc., 2455 Teller Rd., Thousand Oaks, CA 91320; Email: order@sagepub.com (paperback: ISBN-0-8039-5314-3; hardcover: ISBN-0-8039-5313-5).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Assistantships, College Instruction, *Foreign Students, *Graduate Students, Graduate Study, Higher Education, Mentors, *Research Assistants, *Supervision, Supervisory Training, *Teaching Assistants

This guide addresses the supervisory challenges of college faculty in preparing graduate assistants to become better teachers and researchers. The guide's purpose is to provide faculty members with an understanding of how to think and plan as a

supervisor and how to prepare and nurture the next generation of university teachers, scholars, and researchers. Key issues in supervision of graduate assistants are addressed and tips, resources and strategies that assist supervisors are provided. Chapter 1 directly addresses the challenges of this relationship. Chapter 2 addresses the development of supervisory relationships with graduate assistants. Chapter 3 concerns the recognition and support of graduate assistants in the stages of their professional development. Chapter 4 covers the preparation of teaching assistants for special challenges that they will confront. Chapter 5 discusses preparation of teaching assistants for typical instructional roles. Chapter 6 covers preparation of research assistants for different types of research responsibilities. Chapter 7 addresses the special needs of the international graduate assistant. Chapter 8 is on the assessment of the performance of graduate assistants. Chapter 9 presents a framework for goals and strategies of supervisory practices, and Chapter 10 gives a print and video list of resources. (Contains 106 references.) (PRW)

ED 402 867 HE 029 809

Rossman, Mark H.

Negotiating Graduate School: A Guide for Graduate Students.

Report No.—ISBN-0-8039-7115-X

Pub Date—95

Note—133p.

Available from—Sage Publications, Inc., 2455 Teller Rd., Thousand Oaks, CA 91320; Email: order@sagepub.com (paperback: ISBN-0-8039-7115-X; hardcover: ISBN-0-8039-7114-1).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Degree Requirements, Degrees (Academic), *Doctoral Degrees, Doctoral Dissertations, *Doctoral Programs, Graduate Students, *Graduate Study, Higher Education, *Masters Degrees, *Masters Programs, Masters Theses, Research Directors, Research Proposals, Student Development, Student Financial Aid

To succeed in completing a graduate degree program, graduate students need to be aware and in control of as many aspects of the process as possible, and be skillful, tactful negotiators. This guide describes the process of completing a graduate degree, identifies relevant questions and concerns, and provides practical solutions and suggestions. Chapter 1 helps the student to clarify reasons for being in graduate school, describes possible barriers to success, identifies positive motivators, and discusses the need for support at work and at home. Chapter 2 offers information about developing and completing the program of study, such as financing graduate education, selecting the right degree program, understanding the program of study, managing time, and controlling frustrations. Chapter 3 describes the roles and functions of the members of the graduate committee and gives advice on selecting committee members. Chapter 4 describes the comprehensive examination, and outlines how to prepare for it and successfully complete it. Chapter 5 is a discussion of the content of the proposal and its connection to the content of the thesis or dissertation. Chapter 6 addresses the preparation and completion of the oral defense, and the final chapter gives practical suggestions of what to do after degree completion. (Contains 61 references.) (PRW)

ED 402 868 HE 029 810

Rudestam, Kjell Erik Newton, Rae R.

Surviving Your Dissertation: A Comprehensive Guide to Content and Process.

Report No.—ISBN-0-8039-4563-9

Pub Date—92

Note—221p.

Available from—Sage Publications, Inc., 2455 Teller Rd., Newbury Park, CA 91320; Email: order@sagepub.com (paperback: ISBN-0-8039-

4563-9; hardcover: ISBN-0-8039-4562-0).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Doctoral Dissertations, Doctoral Programs, Ethics, Graduate Students, *Graduate Study, Higher Education, Library Research, *Masters Theses, Qualitative Research, *Research Design, Research Directors, *Research Methodology, Research Projects, Writing Difficulties, Writing Processes, *Writing Strategies

The completion of a master's thesis or doctoral dissertation requires discipline, independent initiative, creative thinking, working with others, and the surmounting of self-doubt. This book attempts to facilitate the dissertation process for students. This book is organized around the themes of content and process. The first part of this book focuses on selection of a topic and methods, qualitative and quantitative, by which a topic may be approached. Part 2 focuses on content, including what dissertation chapters may include and should not include and the appropriate presentation of material. The review of the literature and statement of the problem, description of the research methodology and the presentation of empirical data and results are discussed. In Part 3 issues of process are addressed, including common barriers to progress. Separate chapters discuss the writing process and task and emotional blocks, the effective use of a personal computer and computer software to complete the dissertation, and the presentation of numerical data. A final chapter deals with informed consent in research and other ethical issues. (Contains 105 references.) (PRW)

ED 402 869 HE 029 811

Schumacher, Dorin

Get Funded! A Practical Guide for Scholars Seeking Research Support from Business.

Report No.—ISBN-0-8039-4441-1

Pub Date—92

Note—288p.

Available from—Sage Publications, Inc., 2455 Teller Rd., Newbury Park, CA 91320; Email: order@sagepub.com (paperback: ISBN-0-8039-4441-1; hardcover: ISBN-0-8039-4440-3).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Corporate Support, Corporations, *Financial Support, *Grants, Higher Education, *Institutional Research, Participatory Research, *Program Proposals, Public Relations, Qualitative Research, Research Administration, Research and Development, Research Coordinating Units, Research Design, Research Methodology, Research Opportunities, Research Projects, *Research Proposals, Research Universities, Researchers, State Federal Aid

This book is a guide to seeking and obtaining funding for research from corporate industry sources. The process outlined in the book can be used by researchers of any discipline in any type of research institution. Part 1 discusses the key to getting industrial support, developing good interpersonal relationships with people in companies. Part 2 provides information about the corporate environment and how to use this information in approaching a company for funding. It also covers reasons that companies support university research, criteria for selecting a company to approach, the industrial research environment, and corporate politics. Part 4 details the basics of developing supportive, collegial relationships with people in companies. Advice is given on finding corporate contacts, making a first contact, visiting companies, and making a deal. Part 4 outlines some successful institutional approaches for both investigators and administrators. Ways to organize university-industry programs, effective research public relations and an industry relations service for faculty are discussed. Part 5 addresses major ethical concerns that have been raised with regard to university-industry relations. A historical perspective on corporate funding and projections of future trends conclude the book.

An appendix lists 22 corporate information sources. (Contains 161 references.) (PRW)

ED 402 870 HE 029 812

Ory, John C. Ryan, Katherine E.

Tips for Improving Testing and Grading. Survival Skills for Scholars, Volume 4.

Report No.—ISBN-0-8039-4974-X

Pub Date—93

Note—141p.

Available from—Sage Publications, Inc., 2455 Teller Rd., Newbury Park, CA 91320; Email: order@sagepub.com (paperback: ISBN-0-8039-4974-X; hardcover: ISBN-0-8039-4973-1).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Classroom Techniques, Codes of Ethics, Essay Tests, *Evaluation Methods, *Grading, Higher Education, Multiple Choice Tests, Objective Tests, Scores, *Student Evaluation, *Test Construction, Test Content, Test Format, Test Interpretation, Test Results, *Test Use, Test Validity, Writing Tests

This book for college faculty provides a resource for developing, using, and grading classroom exams. The first chapter addresses ways to determine what content should be included on an exam. The second chapter identifies testing considerations such as number of exams, difficulty level of items, and test length. Chapters 3 and 4 provide guidelines for writing different types of test questions, including multiple choice, true-false, matching, essays, short answer, and problem sets. Examples of "good" and "bad" items for each item type are given. Chapters 5 and 6 cover how to assemble a professional-looking exam. Suggestions about test directions, test administration, and dealing with cheating are also offered. Issues related to scoring objective and constructed response items are addressed. Also discussed are ways to determine if there are content areas that were not adequately taught or assessed. Recommendations on handling student questions about the exam and on reviewing the exam with the class are presented. Chapter 7 discusses the development of a grading strategy and the strengths and weaknesses of common grading methods. In Chapter 8 the testing and grading activities presented in the book are described in terms of a developmental process. (PRW)

ED 402 871 HE 029 813

Thyer, Bruce A.

Successful Publishing in Scholarly Journals. Survival Skills for Scholars, Volume 11.

Report No.—ISBN-0-8039-4837-9

Pub Date—94

Note—127p.

Available from—Sage Publications, Inc., 2455 Teller Rd., Thousand Oaks, CA 91320; Email: order@sagepub.com (paperback: ISBN-0-8039-4837-9; hardcover: ISBN-0-8039-4836-0).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Editing, *Faculty Publishing, Higher Education, *Marketing, Periodicals, Revision (Written Composition), *Scholarly Journals, *Writing for Publication, Writing Processes, Writing Skills, *Writing Strategies

This guide presents a view of how to develop a personal program of productive publishing in scholarly journals and how to increase the chances of having articles accepted for publication. In the first chapter, the importance for academics of publishing articles in professional journals is explained. Chapter 2 outlines factors that should be considered in selecting an appropriate journal to which to send a manuscript. These factors include the suitability of the journal for your work, whether the periodical uses blind peer review, how often and where the journal is cited or abstracted, whether the journal is prestigious, and whether the journal treats its writers professionally. Chapter 3 discusses the preparation and submission of the manuscript. Sample letters of submission and sample manuscript checklists are given. Chapter 4 discusses revision of articles for publication and rewriting rejected manuscripts. Perseverance in resubmitting com-

pleted manuscripts is recommended. Chapter 5 addresses what must be done when a manuscript has been accepted, including working with editors on proofing and copyediting. Chapter 6 gives recommendations for marketing the publication to peers and the mass media, and Chapter 7 gives a plan for developing a personal program of productive publishing. Appendices give writing style guides and journal guides for selected disciplines. (Contains 58 references.) (PRW)

ED 402 872 HE 029 814

Tierney, Elizabeth P.

How To Make Effective Presentations. Survival Skills for Scholars, Volume 16.

Report No.—ISBN-0-8039-5957-5

Pub Date—95

Note—117p.

Available from—Sage Publications, Inc., 2455 Teller Rd., Thousand Oaks, CA 91320; Email: order@sagepub.com (paperback: ISBN-0-8039-5957-5; hardcover: ISBN-0-8039-5956-7).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Body Language, Classroom Communication, *Communication Skills, Higher Education, Nonverbal Communication, *Oral Communication Method, *Public Speaking, *Speech Communication, *Speech Skills, Teaching Methods, *Verbal Communication

This guide for scholars presents a step-by-step process for planning and delivering an effective presentation. Chapter 1 discusses the four principles that underlie all presentations: (1) responsibility to the audience; (2) making conscious decisions about what to present; (3) making decisions before, during, and after the presentation; and (4) becoming aware of personal strengths and weaknesses as a presenter and using techniques that will enhance the presentation. Each of the following chapters elaborates on these principles. Chapter 2 discusses the communication process, the need to have a clear message when speaking, to select words and images thoughtfully, to transmit the message clearly, and to analyze the audience. Chapter 3 covers nonverbal communication, through body language and clothing. Chapter 4 discusses the control of voice and speech patterns. Chapter 5 outlines the essential questions that must be answered in preparing a presentation, including who, what, when, where, why, and how. Chapters 6 and 7 cover the preparation of formal and other types of presentations. Chapters 8 and 9 cover the use of notes, handouts and visuals. Chapters 10 through 12 discuss the handling of audience questions, planning and practicing of the talk, dealing with nervousness, and delivering the speech. (Contains 22 references.) (PRW)

ED 402 873 HE 029 815

Kronenfeld, Jennie Jacobs Whicker, Marcia Lynn. Getting an Academic Job: Strategies for Success. Survival Skills for Scholars, Volume 17.

Report No.—ISBN-0-8039-7015-3

Pub Date—97

Note—113p.

Available from—Sage Publications, Inc., 2455 Teller Rd., Newbury Park, CA 91320; Email: order@sagepub.com (paperback: ISBN-0-8039-7015-3; hardcover: ISBN-0-8039-7014-5).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Career Counseling, Career Development, *Career Guidance, Career Planning, College Faculty, Employment, Employment Interviews, *Employment Opportunities, *Higher Education, *Job Applicants, Job Application, *Job Search Methods, *Labor Market This guide offers practical advice on successfully finding an academic job. The first chapter outlines factors that affect the academic job search, including demographic trends, the general state of the economy and prevailing political climate, the need for cultural diversity on academic faculties, conditions within specific academic disciplines, politics and competition at the job applicant's Ph.D. institution, and the applicant's background and assets. Chapter 2 discusses the process of searching for a

job. Sources of information about job opportunities, job application strategies, and the preparation of the curriculum vita and cover letter are discussed. Appendices give sample curriculum vitas and letters. Chapter 3 covers the job interview and presentation. Chapter 4 gives strategies for landing the right job and tactics for negotiating with prospective employers. Chapter 5 offers advice to dual-career couples and senior academics and discusses nonacademic positions. The last chapter presents checklists of "do's" and "don'ts" of job searching. The "do's" of successful job searches include accurate evaluation of assets, making an effort to overcome weaknesses, working with advisers and senior colleagues to obtain interviews, and practicing the interview presentation. The "don'ts" include underestimating the competition, pretending to be someone one is not, and putting others down. (Contains 33 references.) (PRW)

ED 402 874 HE 029 816

Kellerman, Ed Cornelius, Luke

Clothing Professors with Immunity: Points of Law on Academic Freedom.

Pub Date—[Jan 96]

Note—11p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Academic Freedom, Beliefs, College Faculty, Compliance (Legal), Court Litigation, Faculty College Relationship, *Freedom of Speech, Higher Education, News Media, Press Opinion, *Public Colleges, Religion, *Sexism in Language, *Sexual Harassment, *State Universities

Identifiers—*First Amendment

Over the years the Supreme Court has given academic freedom a special First Amendment status. This study reviewed a selected group of recent cases at public universities, focusing particularly on several where rulings were based either on a professor's public comments or in-class verbiage, in an attempt to assess the current status of academic freedom. Cases cited include two where professors were disciplined for views expressed outside the classroom; in both these cases the courts upheld the professors' rights of protected free speech. In two other cases where professors interjected personal religious beliefs during classroom activities, the courts ruled that the university had a responsibility to ensure a secular environment, especially in regard to curriculum. In several "hostile environment" and sexual harassment cases cited, the picture has been mixed, with the rulings usually supporting classroom speech that is germane to course content and not protecting speech that serve no academic function. The paper concludes that given the absence of educational precedents, the courts will continue to apply rulings from cases outside education (such as "Waters v. Churchill"), and suggests that academic freedom can best be protected by self-restraint and the understanding that speech at a higher level carries with it greater responsibility. (Contains 17 references.) (CH)

ED 402 875 HE 029 817

Gladieux, Lawrence E.

College Opportunities and the Poor: Getting National Policies Back on Track.

Center for the Study of Opportunity in Higher Education, Washington, DC; College Board, Washington, DC; Washington Office.

Spons Agency—National Council of Educational Opportunity Associations, Washington, DC.

Pub Date—96

Note—20p.

Available from—The College Board, 1717 Massachusetts Avenue, N.W., Suite 404, Washington, DC 20036; (202) 332-7134.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Compensatory Education, *Disadvantaged Youth, Eligibility, *Enrollment Trends, Equal Education, Federal Programs, Financial Aid Applicants, Grants, High Risk Students, Higher Education, Low Income Groups, *Need Analysis (Student Financial Aid), Parent Financial Contribution,

Paying for College, Sociocultural Patterns, *Student Financial Aid, Student Loan Programs, Trend Analysis

Identifiers—*Educational Opportunities Programs, Pell Grant Program, *TRIO Programs

This report traces the history of the collection of programs for disadvantaged students known as the TRIO programs and federal student financial aid policies, and finds that national efforts to equalize college opportunities have been losing ground for the past 15 years. The report cites, for example, a study showing that in 1994 a student from a high-income family was 10 times more likely than a low-income student to have earned a degree by age 24. The report then explores the reasons for these disparities, finding that first of all, college has become less affordable. Another finding is that the share of family income required to pay for college has increased, and that student financial aid has failed to close the gap. Also noted are shifts in student aid policies that make eligibility more diffuse, and the move from a grant-based to a loan-based system. In summary, the report presents a checklist of what needs to be done to help disadvantaged students pay for college, including: getting costs and prices under control; restoring need-based standards; finding alternative financing for at-risk students; restoring the value of Pell Grants; expanding precollege outreach; and, finally, focusing on student success rather than student access. Eight figures summarize trend data on which the report was based. (CH)

ED 402 876 HE 029 818

The Restructuring of the Montana University System.

Montana State Board of Regents of Higher Education, Helena; Montana Univ. System, Helena. Office of the Commissioner of Higher Education.

Pub Date—21 Jan 94

Note—13p.; For related documents, see HE 029 819-820.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Accreditation (Institutions), *Administrative Change, *Administrative Organization, *Administrative Policy, Collective Bargaining, College Administration, College Curriculum, Educational Finance, Governance, Graduate Study, Higher Education, Institutional Mission, *Organizational Change, Organizational Objectives, Planning, State Universities, Undergraduate Study, Vocational Schools

Identifiers—*Montana, Montana State University, *Montana University System, University of Montana

This report documents the recommendations for the restructuring of the Montana University System. The report first defines the organization and governance of the system noting that control is vested solely in the Board of Regents which establishes system-wide policies and appoints the Commissioner of Higher Education. Two doctoral-level universities—the University of Montana and Montana State University—are each affiliated with two four-year institutions, with administrative functions shared by the merged institutions. The five colleges of technology in the system also are merged into the two universities; three are affiliated with the University of Montana and two with Montana State University. Two higher education centers have been established in Helena and Great Falls to maximize availability of educational opportunities. The report next documents the mission, role, and scope of the vocational-technical curriculum, the undergraduate curriculum, and the graduate curriculum, and notes the establishment of an ongoing review process. Other matters covered in the report include: dual appointments to more than one unit; fundraising, grant, and contract policies; the financial management structure; collective bargaining policies; accreditation standards; and the implementation timetable. (CH)

ED 402 877 HE 029 819

The Restructuring of the Montana University System: Phase Two. Board of Regents Resolution, July 6, 1995.

Montana State Board of Regents of Higher Edu-

cation, Helena; Montana Univ. System, Helena. Office of the Commissioner of Higher Education.

Pub Date—6 Jul 95
Note—6p.; For related documents, see ED 029 818-820.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Persistence, *Administrative Change, *Administrative Organization, *Administrative Policy, Admission Criteria, Higher Education, Job Placement, *Organizational Change, Organizational Objectives, Paying for College, Planning, Program Improvement, Remedial Instruction, School Holding Power, State Universities, Student College Relationship, Student Employment, Student Financial Aid

Identifiers—*Montana, Montana State University, *Montana University System, University of Montana

This report explains phase two in the restructuring of the Montana University System. In this stage the process focuses on students rather than on the institution, and on the learning process and supporting activities. Four goals are established: (1) getting in, (2) getting through, (3) getting a job, and (4) "paying the way." Recommendations to reach these goals include: raising entry standards; eliminating remedial education at 4-year institutions; shortening the time to degree; developing aggressive advisory programs; implementing a systematic skills assessment program; limiting undergraduate degrees to 120 semester hours; developing incentives to support outstanding teaching; improving technology and staff development; implementing of a systemwide course-numbering system; making core requirements transferable within the system; enhancing two-year educational programs; and establishing a financial aid plan and financial aid services. In addition to these student-centered incentives, other initiatives call for improvements in maintaining physical plants, greater administrative services efficiency, productivity gains, and replacing campus role and scope statements with educational services responsibilities based on price and quality. (CH)

ED 402 878 HE 029 820

Montana University System Fact Book.

Montana Univ. System, Helena. Office of the Commissioner of Higher Education.

Pub Date—[97]

Note—105p.; For related documents, see ED 029 818-819.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Athletics, Educational Finance, *Enrollment, *Enrollment Trends, *Expenditure per Student, *Financial Support, Higher Education, Job Placement, Program Costs, School Funds, State Aid, State Universities, *Statistical Data, Student Employment, Student Financial Aid, Tuition

Identifiers—*Montana, *Montana University System

This report contains numerous figures and tables providing data about the Montana University System. The report is divided into 11 sections, with some preceded by a brief text summary, followed by data tables and figures. Sections cover: (1) total funds, (2) state appropriated funds, (3) funding sources, (4) enrollment, (5) employment, (6) state funding, (7) tuition, (8) expenditure per student, (9) expenditure per program, (10) athletics, and (11) graduation/placement. Fiscal data generally are for years 1996 actual and 1997 budgeted; in other sections trend data covers years 1980-1999; degree granted data report for the period 1990-1996. (CH)

ED 402 879 HE 029 821

Baker, Jeffrey D.

What Lies Ahead?

Pub Date—Dec 95

Note—25p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Budgeting, Educational Assessment, Educational Economics, Educational Fi-

nance, *Educational Objectives, *Educational Planning, Educational Trends, Employment Opportunities, *Financial Support, Futures (of Society), Higher Education, Lifelong Learning, Long Range Planning, *Public Policy, Resource Allocation, State Aid, State Universities, Strategic Planning, Tuition

Identifiers—*Montana, Montana State University, *Montana University System, University of Montana

This paper addresses challenges faced by the Montana University System in meeting the educational demands of a new knowledge age. The paper is organized into two sections; the first considers six factors that lay a foundation for four policy issues addressed in the second part. The six issues discussed in Part 1 include: (1) financial considerations, including state support, tuition, per capita income, enrollment trends; (2) support for lifelong learning; (3) integration of educational delivery systems; (4) future job markets; (5) strategic budgeting; and (6) a focus on teaching and scholarship. In Part 2, the public policy implications of these issues—access to lifelong learning, quality standards, costs, and accountability—are addressed. A final section of the paper looks ahead at higher education finances and charts historical and projected tuition rates and state financial support. An appended paper presents key concepts of strategic budgeting and outlines a basic structure for implementing a strategic budgeting process. (CH)

ED 402 880 HE 029 823

Ginn, Linda W.

Crossing Boundaries, Creating Community, Reorganizing a College of Education.

Pub Date—[97]

Note—49p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Change Agents, Change Strategies, Cultural Influences, Higher Education, *Long Range Planning, Master Plans, *Organizational Change, *Organizational Objectives, *Participative Decision Making, Personal Narratives, Policy Formation, Position Papers, *Schools of Education, Trend Analysis

Identifiers—Reform Efforts, *University of Tennessee Knoxville

This paper chronicles a process of structural change in the College of Education at the University of Tennessee in Knoxville. Data for the study were derived from interviews with 40 of the participants, plus archival material collected from the college planning office. The paper summarizes some of the historical context surrounding the change and then follows the process from its inception in the fall of 1990, through the work of the study groups and presentation of the planning document, to implementation of the plan, and finally to a review process in the academic year 1993-1994. The human side of these changes is highlighted by personal accounts of several participants, which document contributions to professional and personal growth; the problems, disappointments, and hard times encountered; and the differing perspectives of the participants. Some of the lessons drawn from the experiences show that restructuring efforts need to be understood within particular historical and cultural contexts; that human needs cannot be discounted; and that change and reform are difficult within the university structure. Appendixes include a copy of the proposed implementation procedures; a schematic diagram showing the transition of departments into units; an organization chart for the proposed "new" college of education; and a brief description of the methodology. (Contains 24 references.) (CH)

ED 402 881 HE 029 824

Statistical Summary of Missouri Higher Education, 1994-1995.

Missouri Coordinating Board for Higher Education, Jefferson City.

Pub Date—Jul 95

Note—298p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Access to Education, Class Rank, *College Attendance, *College Freshmen, *En-

rollment, Enrollment Trends, Ethnic Distribution, Faculty, Higher Education, Library Funding, Scholarship Funds, School Funds, Statistical Data, Student Financial Aid, *Trend Analysis, Tuition

Identifiers—American College Testing Program, Classification of Instructional Programs, *Missouri

This report contains data tables covering six major categories: Category 1, "Preparation of Enrolled Freshmen, Fall 1994," includes data on American College Testing scores and high school ranking; in Category 2, "Access," data are provided for tuition and required fees and financial aid, including data on trends and grant and scholarship program recipients; Category 3, "Participation," includes 1994 enrollment data, trend data covering years 1981-1994, and data on enrollment by age, by gender and ethnicity, and by geographic origin; Category 4, "Resources," includes data tables covering faculty and staff, finances, and libraries; Category 5, "Completions," covers degrees conferred by level, by discipline area, and by gender and ethnicity; Category 6, "Transfers," contains six institutional origin tables. Three appendixes include a list of Missouri Higher Education Directors; a map showing the locations of Missouri institutions of higher learning; and a table of academic degrees classified by Classification of Instructional Programs categories. (CH)

ED 402 882 HE 029 825

Gearhart, G. David

The Capital Campaign in Higher Education. A Practical Guide for College and University Advancement.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Report No.—ISBN-0-915164-98-1

Pub Date—95

Note—230p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036-1178 (\$36.95 members; \$49.95 nonmembers).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Accounting, Capital, Donors, *Educational Finance, Endowment Funds, Feasibility Studies, Financial Needs, *Fund Raising, *Higher Education, *Philanthropic Foundations, Private Financial Support, Public Relations, Trusts (Financial), Volunteers

Identifiers—*Council for Advancement and Support of Education

This book is a guide to the major elements of planning and conducting capital campaigns for colleges and universities. Chapter 1 provides an overview of a capital campaign and reviews the elements needed before campaign planning begins. Chapter 2 offers some historical background of development programs, and discusses selection of a campaign counsel, the campaign case statement, and feasibility studies. Chapters 3 and 4 cover the creation of a campaign organization, and the role of volunteers and the external campaign organization. The process of soliciting and asking for gifts is addressed in Chapter 5. Chapter 6 describes campaign mechanics, including a brief discussion of campaign cash flow as it relates to bricks-and-mortar gifts. The public relations aspects of campaigns are discussed in Chapter 7. Next, Chapter 8 looks at campaign accounting in relation to guidelines promulgated by the Council for Advancement and Support of Education (CASE). Finally, Chapter 9 reviews post-campaign plans including an agenda for future fund raising. Twelve appendixes include: a typical feasibility study; a needs statements; sample language for named chairs, endowments and fellowships; samples of advertising campaigns; an organization chart for a university relations department; and sample pledge forms. The CASE management and reporting standards for educational fund-raising campaigns are also appended. (CH)

ED 402 883 HE 029 826

Coate, L. Edwin

Change@ucsc.edu: Managing a Comprehensive Change Effort.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Report No.—ISBN-1-56972-002-9

Pub Date—95

Note—88p.; Supported in part through a grant from Follett Colleges Stores Fund for Financial Management.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036 (\$30 members; \$45 nonmembers).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—*Administrative Change, Administrative Organization, Administrative Policy, Change Agents, *Change Strategies, *College Instruction, Educational Change, Higher Education, Management Systems, *Organizational Change, Organizational Development, School Restructuring, *Total Quality Management Identifiers—*Business Process Reengineering, Financial Planning, Financial Reports, Financial Systems, *University of California Santa Cruz

This monograph describes how team- and process-oriented change techniques such as Total Quality Management (TQM) and Business Process Reengineering (BPR), were adapted to an academic environment to effect a comprehensive change program at the University of California Santa Cruz (UCSC). The \$3 million program, begun in 1993, produced radical changes and redesign of administrative functions from accounting systems to purchasing to information systems. The first chapter introduces the UCSC setting and introduces the concepts of quality process management, TQM, continuous process improvement, and BPR. The next chapter covers the first phase of the BPR process, assessment, which identifies specific change opportunities. The BPR tool kit—customer surveys and focus groups, process mapping, error analysis, technology mapping, and activity-based costing—are discussed in Chapter 3. Phase 2, selection of a financial information system and implementation planning, is covered in the following chapter. Chapter 5 addresses the implementation methodology; while the next two chapters discuss a case study involving the redesign of purchasing and acquisition functions; Chapter 8 considers organizational restructuring and changes in campus technology. Chapter 9 speaks to communication, managing risk, and human resources implications. The final chapter addresses the "Lessons Learned." (Contains notes and 16 references.) (CH)

ED 402 884 HE 029 827

Wood, Marcia R.

Consolidating Financial Statements.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Report No.—ISBN-1-56972-000-2

Pub Date—95

Note—133p.; Partially supported by a grant from the Follett College Stores Fund for Financial Management.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, DC 20036 (\$40 members; \$60 nonmembers).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—Accounting, *College Administration, Educational Finance, Financial Audits, Financial Policy, Higher Education, Money Management, *Nonprofit Organizations, Private Schools, *School Accounting, School Business Officials, *Standards

Identifiers—American Institute of Certified Public Accountants, Financial Accounting Standards Board, Financial Analysis, *Financial Reports, Government Accounting Standards Board

This publication is designed to be a desktop reference and assist financial officers in both public

and independent institutions of higher education in the preparation of consolidated financial statements. Chapter 1 covers generally accepted accounting principles and other accounting literature, and summarizes reporting rules of the Financial Accounting Standards Board (FASB) and the Government Accounting Standards Board (GASB). Chapter 2 describes methods of consolidation and reviews reporting relationships between two or more not-for-profit organizations and between not-for-profit and for-profit organizations. Chapter 3 focuses on elimination of intercompany transactions and conformity of accounting principles and display. Six appendices reprint, in whole or in part, consolidation guidelines, standards, and policies of the FASB, GASB, and the American Institute of Certified Public Accountants. (CH)

ED 402 885 HE 029 828

Jenny, Hans H.

Cost Accounting in Higher Education. Simplified Macro- and Micro-Costing Techniques.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Spons Agency—Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.

Report No.—ISBN-1-56972-006-1

Pub Date—96

Note—263p.; Supported by a gift from Grant Thornton, CPAs, LLP, Denver, Colorado.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036 (\$49.95 members; \$69.95 non-members).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price — MF01/PC11 Plus Postage.

Descriptors—*Accounting, Bookkeeping, Cost Effectiveness, *Costs, Educational Finance, Financial Audits, Financial Policy, *Higher Education, Money Management, *Nonprofit Organizations, Private Schools, *School Accounting, School Business Officials

Identifiers—*Cost Accounting, Financial Reports

This manual covers cost accounting applications and techniques as they apply to institutions of higher education, focusing mainly on the different methods of allocating costs. The manual covers four major costing topics: aggregate institution and systemwide costs; major academic and administrative program costs; academic and administrative activity-based costs; and indirect cost recovery. After an introductory chapter, individual chapters cover: (1) the four-tier full-cost matrix and institution-wide macro-costing; (2) cost centers and macro-cost charts of accounts used in higher education; (3) institution full costs of primary by-function programs under various allocation rules; (4) aggregate costing of major professional academic programs; (5) macro-costing of departments; (6) academic micro-costing and determining the full cost of a course; (7) costing of support activities (total-cost management, activity-based costing, and process-cost management); and (8) other costing topics and issues. There are approximately 100 figures throughout the text; some chapters have worksheet exercises; and most have notes. Appendixes A and B cover the range of precision in costing standards, and a hierarchy of primary and support activities. Appendix C summarizes provisions of Circular A-21, Office of Management and Budget, "Cost Principles for Educational Institutions." (CH)

ED 402 886 HE 029 829

Jonas, Stephen And Others

Campus Financial Systems for the Future.

National Association of Coll. and Univ. Business Officers, Washington, D.C.; National Association of Coll. and Univ. Business Officers, Washington, D.C. Committee on Governmental Relations.

Report No.—ISBN-1-56972-004-5

Pub Date—96

Note—129p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036-

1178 (\$29.95 members; \$44.95 non-members).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—*Administrative Change, Administrative Organization, Administrative Policy, *Change Agents, *Change Strategies, Educational Change, Educational Finance, *Higher Education, Long Range Planning, Management Systems, Money Management, *Organizational Change, Research Universities, Resources, School Restructuring, Small Colleges, Systems Development, Two Year Colleges

This handbook guides college and university business officers, from small liberal arts colleges to community colleges to research universities, through the complex set of decisions and actions associated with replacing financial management systems. It lists the steps necessary to evaluate an institution's current hardware, network, and software; and identifies change strategies for both incremental and large-scale financial system changes. An introductory chapter sets out the issues that have altered the context of financial systems planning. The second chapter discusses vision, planning principles, goals and strategies, and the development of a decision framework. Chapter 3 covers the structure and management of the project; Chapter 4 covers the business and technology requirements. Reviewing alternative strategies, issuing the request for proposal, developing an evaluation and measurement system, and presenting recommendations to the steering committee are among the topics covered in the fifth chapter. The final chapter discusses implementation of the system. Seven appendixes include: a list of planning principles relating the use of information technology to the solution of business problems; a glossary of terms and concepts; components of a typical request for proposal; sample vendor evaluation criteria; two model measurement systems; a list of available corporate products and services; and a reading list. Biographical and sponsor profiles are also appended. (Contains approximately 165 references.) (CH)

ED 402 887 HE 029 830

NACUBO Endowment Study, 1995.

Cambridge Associates, Inc., Boston, MA.

Spons Agency—National Association of Coll. and Univ. Business Officers, Washington, D.C.

Report No.—ISSN-1067-8301

Pub Date—Jan 96

Note—476p.; For the 1992 edition, see ED 354 811.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036 (\$60 members; \$85 non-members).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price — MF01/PC20 Plus Postage.

Descriptors—Colleges, Donors, Educational Finance, *Endowment Funds, Financial Policy, Financial Services, Fiscal Capacity, Higher Education, *Income, Inflation (Economics), *Investment, *Money Management, Private Colleges, Risk Management, *Trusts (Financial), Universities

This report presents the results of the 1995 study of the performance and management of college and university endowments, based on 394 institutions providing data. A summary abstract provides an overview of performance and investment data; and Part 1 of the study provides a brief commentary covering endowment characteristics, historical performance data, and terminology used. The exhibits in Part 2 are divided into two sections. In the first section, 12 exhibits cover general endowment characteristics, including: first, asset values, institution type, ranked by type of institution and by full-time equivalent student, and type of endowment; second, growth (versus market indexes), withdrawals, payout rates, spending rates and rules, and gift flow rates; and third, asset allocation structure. The larger second section of Part 2 provides data on the investment pool including: (1) dollars of assets; (2) performance measures by institution, by institution rank, returns (by various measures: nominal, real,

average, cumulative); (3) asset allocation structure; (4) investment management and custodial expenses; (5) investment managers, by institution, and custodians. Appendix A is a glossary of terms; Appendix B defines various standard market indices. Also appended to the report is a list of contributors, sponsors, and associates. A separate formal acknowledgement booklet listing contributors to the study by level of gift accompanies the report. (CH)

ED 402 888 HE 029 831

Organizational Paradigm Shifts.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
Report No.—ISBN-1-56972-001-0
Pub Date—96

Note—125p.; Supported by a grant from Follett Colleges Stores Fund for Financial Management.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036 (\$40 members; \$60 non-members).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Administrative Policy, Administrator Role, *Change Agents, *Change Strategies, Consortia, Educational Assessment, Educational Change, Educational Planning, Formative Evaluation, Higher Education, Management Systems, *Models, *Organizational Change, Organizational Effectiveness, Organizational Objectives, Strategic Planning, Student Personnel Services

Identifiers—Carnegie Mellon University PA, Kent State University OH, Process Models, Stanford University CA, University of Michigan

This collection of essays explores a new paradigm of higher education. The first essay, "Beyond Re-engineering: Changing the Organizational Paradigm" (L. Edwin Coate), suggests a model of quality process management and a structure for managing organizational change. "Thinking About Consortia" (Mary Jo Maydew) discusses cooperative effort and organizational issues for consortia. In "Rethinking the Academy's Administrative Structure" (Jillinda J. Kidwell and David O'Brien), administrative inefficiencies and the business case for change are studied; included also is a case study of a budget experience at the Stanford University School of Medicine. "Meeting the Challenges of Change at Kent State" (Myron S. Henry) discusses fiscally driven changes to rethink curricula, administrative roles, and operations of major functional units. "New Paradigms in Student Affairs" (Paula M. Rooney and P. Gerard Shaw) briefly reviews the history of student affairs, describes changes currently underway at many institutions, and peeks at the future. "Organizational Restructuring at Carnegie Mellon University" (Patrick J. Keating, et al.) explores the university's creation and implementation of a strategy for process restructuring and suggests it as a model for other institutions facing similar problems. The final essay, "Academic Renewal at Michigan" (James Duderstadt) sees the modern research university as a complex, international conglomerate of highly diverse businesses. (Some individual essays contain references.) (CH)

ED 402 889 HE 029 832

Guidelines for Filing IRS Forms 990 and 990-T.

National Association of Coll. and Univ. Business Officers, Washington, D.C.
Pub Date—96

Note—118p.; Material updated by KPMG Peat Marwick LLP.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036 (\$34.95 members; \$49.95 non-members).

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Accounting, *Financial Audits, Higher Education, *Money Management,

*Nonprofit Organizations, *Records (Forms), Tax Deductions, *Taxes
Identifiers—Income Tax Deductions, *Income Taxes, Internal Revenue Code, *Internal Revenue Service

This manual provides instructions and sample documents for all tax-exempt organizations required to file Form 990 "Return of Organization Exempt from Income Tax" or Form 990-1 "Exempt Organization Business Income Tax Return." The short introductory section covers who must file and summarizes the changes in the 1996 forms. The section "Who Must File" defines the parameters for using Forms 990, 990EZ, Schedule A (Form 990) "Organization Exempt Under 501 (3)", 990-T "Exempt Organization Business Income Tax Return", and estimated tax payments (Forms 8109 and 990-W). The next section covers due dates. Section 3 covers the steps for preparing Forms 990 and 990-T, and includes some additional filing tips, cost allocations, and supporting schedules. Section 4 provides guidance for completing each part and line of Form 990 and Schedule A; Section 5 provides detailed instructions for Form 990-T, the unrelated business income tax. Section 6 covers filing for extensions (Form 2758); Section 7 summarizes various Internal Revenue Service Rulings and Determinations; and Section 8 covers public inspection requirements. Three appendices show a sample university financial statement; a worksheet; and a completed return. Appendix D reprints filing instructions for Form 990EZ, "Short Form Return of Organization Exempt from Income Tax." (CH)

ED 402 890 HE 029 833

Tuition Discounting Executive Summary, 1995.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date—96

Note—87p.

Available from—National Association of College and University Business Officers, Suite 500, One Dupont Circle, Washington, DC 20036-1178 (\$19.95 members; \$29.95 non-members).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—College Freshmen, Educational Finance, Educational Vouchers, Grants, Higher Education, Paying for College, Scholarship Funds, *Small Colleges, *Student Financial Aid, Student Loan Programs, *Tuition, *Tuition Grants, Universities

This collection of charts is intended to be used by participants in the tuition discounting study to interpret and present institutional results vis-a-vis comparative peer groups. The three peer groups included in the study are: small colleges, lower tuition; small colleges, higher tuition; and large colleges and universities. The document is divided into three sections: (1) definitions, (2) summary results, and (3) analyses of the peer groups. The first two sections include high-level summary discussions and some detailed data charts; the last section includes information about peer group characteristics. The 25 charts are grouped into broad categories that cover: definitions of tuition discount; average freshman tuition discount; percent of freshmen receiving institutional grants; average institutional grant as a percent of tuition and fees; tuition discount components; average gross and net tuition revenue per full-time freshman; and average cohort enrollments. Appended to the report are lists of the institutions that participated in the study. (CH)

ED 402 891 HE 029 834

Ali, Patricia Carey

Case Study and Role-Play in an Advanced History Course.

Pub Date—Oct 96

Note—7p.; Expanded version of presentation at National Historically Black Colleges and Universities Faculty Development Symposium (3rd, Memphis, TN, October 10-13, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Case Studies, *Classroom Techniques, Dramatic Play, Educational Strategies,

Higher Education, *History Instruction, Learning Modules, Learning Strategies, *Role Playing, Simulation, Teaching Guides, Teaching Methods, World War I

Identifiers—*European Studies

This brief paper is an anecdotal commentary on a class exercise developed for an advanced European History course covering the period 1815 to the present. It describes a role-play, case-study exercise designed to reinforce previously covered material. Students are directed to attend a mock peace conference to consider if any one country was responsible for starting World War I, if the war might have been prevented, and if different peace treaties might have been written. With the instructor serving as the moderator, students consider each item in a previously prepared position paper. The paper notes that students can gain a sense of satisfaction from mastering some of the complexities of international relations, and that the exercise has been a valuable tool in reinforcing factual material, promoting oral communication, developing research skills, and gaining a different perspective on the course material. Attached is the student handout for the assignment which outlines the background issues and topics for the debate. (CH)

ED 402 892 HE 029 835

Willardson, J. D.

Faculty Supplemental Contracts. Compensation to Faculty.

Pub Date—[96]

Note—5p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Compensation (Remuneration),

*Contract Salaries, Contracts, *Faculty Workload, Full Time Faculty, *Higher Education, Staff Utilization, *Teacher Salaries, Working Hours

This brief report surveys the various ways in which institutions of higher learning compensate supplemental faculty workload. The survey, which achieved a 91 percent response rate, was conducted of 42 universities enrolling over 18,000 students. The survey asked about the length of academic terms and the methods used to write faculty supplemental contracts for teaching in the Spring or Summer terms. Tables show: academic terms; lengths of periods used for supplemental contract; and compensation methods. Analysis of survey responses found that the majority of institutions used less than half of their full-time faculty to teach beyond the regular academic year. The two main compensation methods used were: (1) percentage of faculty's regular contract for a given period, and (2) percentage of the regular contract per credit hour taught, with the majority using the former method. (CH)

ED 402 893 HE 029 837

Massey, Sherri Ward Webster, David S.

Scholarly Publishing in America.

Pub Date—6 Jan 97

Note—17p.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Book Reviews, Doctoral Dissertations, Editors, *Faculty Publishing, Higher Education, Plagiarism, Publish or Perish Issue, *Publishing Industry, Scholarship, *Writing for Publication

This monograph provides an overview of traditional academic publishing in America today. Discussed first are the philosophical differences between trade and text publishing (which includes scholarly books), as they apply to the types of manuscripts selected for publication and expectations for profit. The paper goes on to explain how editors who work on scholarly books and professional networks function; and then follows the process of manuscript submission, acquisition, and selection, and, briefly, the actual book production process. A short section on publishing doctoral dissertations is followed by a discussion of the various review media for scholarly books. The problems of plagiarism are noted, and there is a careful discussion of the need to keep costs down. Finally, the paper reviews some of the many corporate changes and the increasing specialization, which also have

impacted on scholarly publishing, and concludes with a note of appreciation for the value of scholarly publishing. (CH)

ED 402 894 HE 029 838

Greenwood, John And Others

Public Administration Education. How Is It Perceived by Practitioners?

Pub Date—13 Nov 96

Note—23p.; Paper presented in the Staff Seminar of the Department of Public Policy and Managerial Studies, De Montfort University (Leicester, England, United Kingdom, November 13, 1996).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, Curriculum Development, *Curriculum Research, *Degree Requirements, Doctoral Programs, Foreign Countries, Higher Education, Longitudinal Studies, Masters Programs, Public Administration, *Public Administration Education, *Public Policy, Statistical Analysis Identifiers—*United Kingdom

This paper presents preliminary findings of an ongoing research survey of 386 senior local and 59 central public administration practitioners in Britain, and used a modified survey instrument initially used at Kentucky State and Indiana State Universities. After setting out some of the similarities and differences between public administration degree programs in the United States and Britain, the paper presents preliminary data based on the first 50 mail responses. The research sought to determine whether British public administrators are familiar with programs being offered in Britain, what core beliefs they hold as to the study and practice of public administration, what managerial skills they consider most important, what level of importance they assign to various components of a public administration program, how relevant public administrative expertise is vis-a-vis other public sector needs, and how relevant research activity is to actual practice. Nine data tables present information on participant profiles; how often training programs were used; how familiar survey participants were with programs; how familiar they were with public administration journals; attitudinal orientation toward public service professionalism; and perceived importance of managerial skills, of courses taught, of saliency of public policy issues. (CH)

ED 402 895 HE 029 839

Searcy, Julie A. Baldwin, Victor

Interprofessional Education and Training Integrated Services Concerns. An Annotated Bibliography, Volume II.

Western Oregon State Coll., Monmouth. Teaching Research Div.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; Western Oregon State Coll., Monmouth. Teaching Research Div.

Pub Date—Nov 96

Contract—MCJ415093

Note—67p.; For volume I, see ED 391 438.

Available from—Teaching Research Division, Western Oregon State College, 345 N. Monmouth Avenue, Monmouth, OR 97341.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accountability, Agency Cooperation, At Risk Persons, Confidentiality, *Distance Education, Higher Education, Human Services, Inservice Teacher Education, *Integrated Services, Interdisciplinary Approach, Interprofessional Relationship, Linking Agents, Preservice Teacher Education, School Community Programs, *Social Services

Identifiers—Interdisciplinary Cooperation, Service Providers

This annotated bibliography lists books, papers, reports, and articles of interest to integrated service providers and higher education interprofessional programs providing health, educational, and social services for at-risk children, youth, and their families. The material is divided into six parts: in the

first part, 19 entries describe interprofessional pre-service education courses at the college/university level and inservice training programs for practicing professionals; additionally, there are 20 reports and articles that explore some of the assumptions and techniques of teaching interdisciplinary classes. Part 2 lists 14 documents of interest to academic departments considering distance education and distance learning programs. Part 3 contains 21 articles and reports on interprofessional education and practices, plus 19 additional articles on accountability, linkages, and confidentiality. Thirteen entries in Part 4 describe, model, or evaluate actual integrated services programs, and include research papers and survey results. Part 5 lists 4 resource directories and bibliographies; and Part 6 contains some broad-based general interest material, which may be of interest in an academic setting, including 6 books, 4 journal articles, and 6 reports, plus a videotape on collaboration. (CH)

ED 402 896 HE 029 843

Lewis, Laurie And Others

Remedial Education at Higher Education Institutions in Fall 1995. Statistical Analysis Report.

Westat, Inc., Rockville, MD.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—ISBN-0-16-048915-6; NCES-97-584

Pub Date—Oct 96

Note—82p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Basic Skills, Colleges, *Compensatory Education, Higher Education, Incidence, Mathematics Instruction, *National Surveys, Reading Instruction, *Remedial Instruction, Remedial Programs, Statistical Data, Student Educational Objectives, Tables (Data), Two Year Colleges, Writing Instruction

Identifiers—*Survey on Remedial Education Higher Education Inst

The Survey on Remedial Education in Higher Education Institutions was designed to provide current national estimates about the extent of remediation on college campuses. The study examined participation in college-level remedial education, characteristics of remedial courses and programs, and policies or laws that affect remedial education. Data were collected in Fall 1995 from 3,060 two-year and four-year higher education institutions that enroll freshmen. Seventy-eight percent of the institutions offered at least one remedial course. Remedial reading courses were offered by 57 percent and mathematics courses were offered by about 75 percent of responding institutions. The average number of courses offered was 2.1 for reading, 2.0 for writing, and 2.5 for mathematics. Public two-year institutions offered a much higher average number of remedial courses than other types of institutions. Twenty-nine percent of first-time freshmen enrolled in at least one remedial reading, writing, or mathematics course. Students were most frequently selected by freshmen placement tests. Seventeen tables provide data on the following aspects: participation in college-level remedial education, characteristics of remedial courses and programs, policies or laws affecting remedial education, changes in remedial education since 1983-84 and 1989. A detailed description of the survey and statistical methodologies are provided. The survey questionnaire is appended. (JLS)

ED 402 897 HE 029 844

The Student Guide. Financial Aid from the

U.S. Department of Education, 1997-98.

Office of Student Financial Assistance (ED), Washington, DC.

Pub Date—96

Note—39p.; For the 1996-97 guide, see ED 398 825.

Available from—Federal Student Aid Information Center, P.O. Box 84, Washington, DC

20044-0084 (free).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Eligibility, *Federal Aid, *Federal Programs, *Grants, Higher Education, Income Contingent Loans, Information Sources, Loan Repayment, *Paying for College, Program Descriptions, *Student Financial Aid, *Student Loan Programs, Student Responsibility, Work Study Programs

Identifiers—Department of Education, Direct Lending, Family Education Loan Program, Pell Grant Program, Perkins Loan Program, Supplemental Educational Opportunity Grants

This guide discusses federal student aid programs for postsecondary education and how to apply for them. It begins by outlining sources for finding out about student aid, such as schools, state higher education agencies, guidance counselors, and organizations connected with particular fields of interest. It offers tips on how to choose a school carefully. The guide presents general information about federal student aid, including eligibility in terms of need and dependency status, the application process, special circumstances, deadlines, and important telephone numbers. It also provides more detailed descriptions of the Federal Pell Grant Program, the Federal Direct Student Loan Program, the Federal Family Education Loan Program, and campus-based programs, such as Federal Supplemental Educational Opportunity Grants, the Federal Work-Study Program, and Federal Perkins Loans. The guide concludes with a discussion of borrower rights and responsibilities, loan deferment procedures, loan cancellation procedures, and a glossary of important terms. (JLS)

ED 402 898 HE 029 845

Funding Your Education, 1997-98.

Office of Student Financial Assistance (ED), Washington, DC.

Pub Date—96

Note—24p.

Available from—Federal Student Aid Information Center, P.O. Box 84, Washington, DC 20044-0084 (free); internet: <http://www.ed.gov/prog/underscore/info/SFA/FYE>

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Eligibility, Federal Aid, *Federal Programs, *Grants, Higher Education, Income Contingent Loans, Information Sources, Loan Repayment, *Need Analysis (Student Financial Aid), *Paying for College, Program Descriptions, *Student Financial Aid, *Student Loan Programs, Student Responsibility, Work Study Programs

Identifiers—Department of Education, Direct Lending, Family Education Loan Program, Pell Grant Program, Perkins Loan Program, Supplemental Educational Opportunity Grants

This introductory guide discusses federal student aid programs for postsecondary education and how to apply for them. Sources for finding out about student aid, such as schools, state higher education agencies, guidance counselors, and organizations connected with particular fields of interest, are given using a question and answer format. This is followed by general information about federal student aid, including eligibility that is need-based or via dependency status, the application process, special circumstances, deadlines, and important telephone numbers. There are summaries of the Federal Pell Grant Program, the Federal Direct Student Loan Program, the Federal Family Education Loan Program, and campus-based programs, such as Federal Supplemental Educational Opportunity Grants, the Federal Work-Study Program, and Federal Perkins Loans. The guide concludes with a discussion of borrower rights and responsibilities. (JLS)

IR

ED 402 899

IR 018 183

Plomp, Tjeerd, Ed. And Others

Teaching and Learning for the Future. Committee on Multimedia in Teacher Training. Final Report.

Dutch Ministry of Education, Culture and Science, The Hague (Netherlands).

Report No.—ISBN-90-365-0900-9

Pub Date—96

Note—75p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Computer Mediated Communication, *Computer Uses in Education, *Educational Development, *Educational Technology, Elementary Secondary Education, Foreign Countries, *Futures (of Society), Higher Education, Learning Processes, Multimedia Materials, Professional Development, Strategic Planning, *Teacher Education, Teaching Methods

Identifiers—*Netherlands

This is the final report of the Committee on Multimedia in Teacher Training (COMMITT), which offers a strategic framework to support efforts of teacher training institutes in the Netherlands to develop their own plans for enhancing the teaching and learning process as well as its outcomes through the application of Information and Communication Technology (ICT). The purpose of the plan of action, called "a leap for the future," is to serve as a catalyst for teacher training institutes, elementary and secondary schools, and universities to work together on a common goal: improving teaching and learning through the application of ICT. This report consists of seven chapters. The first chapter is an introduction to the initiative to revitalize teacher training and the committee's activities. Chapter 2 describes an analysis of the transformation of society and consequences for learning in the future. Chapter 3 discusses key elements in the teaching and learning process. A conceptual model is presented which serves as a frame of reference for COMMITT. The role of ICT in teaching and learning is also discussed. Chapter 4 outlines the scope of COMMITT and provides examples illustrating the impact of ICT as a medium for education. Chapter 5 describes the challenges, opportunities and possible threats of implementing ICT in the education system and teacher training institutes. Guidelines for a program of action are elaborated in Chapter 6. The role of government, vision underlying the program, strategy and program of action, management and organization, and budget are discussed. Chapter 7 includes concluding remarks with a special emphasis on issues and factors which are expected to influence the implementation of the "leap for the future." Appendices present a list of the COMMITT members; a discussion on the Dutch education system; Committee statements; statements developed and judged by ICT coordinators; and different types of use of ICT as a medium. (AEF)

ED 402 900

IR 018 185

CNN Newsroom Classroom Guides. November 1-30, 1996.

Cable News Network, Atlanta, GA.; Turner Educational Services, Inc., Atlanta, GA.

Pub Date—Nov 96

Note—100p.; There are no guides for November 28 and 29.

Available from—Electronic version: gopher:eric.syr.edu/lesson plans/CNN Newsroom Daily Lesson Plans; URL gopher://eric.syr.edu:70/11/Lesson/CNN. Videos of the broadcasts, 1 CNN Center, P.O. Box 105780, Atlanta, GA 30348-5780, Attn: Turner Media (specify date; \$10.95 per episode).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cable Television, *Class Activities, *Current Events, Discussion (Teaching Technique), *Educational Television, Elementary

Secondary Education, *News Media, *Programming (Broadcast), *Social Studies
Identifiers—Cable News Network, *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of November, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: presidential candidates travel the United States searching for votes, FBI searches for Olympic bomber, and Germany's 320,000 Bosnian refugees face expulsion (November 1); Hutu refugees flee, U.S. pilot fires at Iraqi site, Brazil tries to curtail child labor, Russian President Yeltsin undergoes surgery, U.S. President Bill Clinton easily wins re-election, fighting stops in Goma, Zaire, NASA launches satellite to map Mars, and Zaire students storm government over refugee policy (November 4-8); Zaire's rebel leader will allow aid to reach refugees, Latin American summit begins, Evander Holyfield stuns boxing world, Latin American nations, including Cuba, commit to democracy, Saudi planes collide in mid-air, United Nations condemns U.S. Cuba policy, world food summit begins, U.S. troops in Bosnia will not be coming home soon, and violence in St. Petersburg (Russia) (November 11-15); lawsuit against Texaco ends, Russia's new spacecraft (Mars-96) falls into the ocean, CIA (Central Intelligence Agency) accuses career officer of spying for Russia, recent election makes history in Romania, United States vetoes Boutros-Ghali, Pope to visit Cuba, a possible British connection to Zaire crisis, U.S. and Chinese leaders meet, refugees head home to Rwanda, confusion over who burned 23 Christian churches in Indonesia, HUD (Housing and Urban Development) Secretary Cisneros quits Cabinet post, CIA official indicted, and astronauts realign Columbia's telescope and will launch an orbiting lab (November 18-22); hijacked Ethiopian jet crashes, U.S. President Clinton signals new policy of economic cooperation with China, APEC nations agree to cut tariffs on hi-tech telecommunications products, Serbia elections annulled, citizens of Belarus approve new constitution, baseball owners and unions agree to labor contract, and Hutus allege recent Tutsi massacre of 300 refugees (November 25-27). (SWC)

ED 402 901

IR 018 186

Monk, David And Others

Meeting the Needs of CALS Students for Computing Capabilities. Final Report of the Ad Hoc Committee on College of Agriculture and Life Sciences Student Computing Competencies.

Pub Date—Sep 96

Note—47p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agricultural Education, Biological Sciences, Computer Attitudes, *Computer Literacy, Computer Software, Computer Uses in Education, Curriculum, Employment Qualifications, Graduation Requirements, Higher Education, Information Literacy, Internet, Introductory Courses, Job Skills, *Minimum Competencies, Noncredit Courses, Science Instruction, *Skill Development, *Undergraduate Students, *User Needs (Information), Workshops

Identifiers—Computer Use, *Cornell University NY

The Ad Hoc Committee on the Cornell University (New York) College of Agriculture and Life Sciences (CALS) Student Computing Competencies was appointed in the fall of 1995 to determine (1) what all CALS undergraduate students should know about computing and related technologies; (2) how the college can make it possible for students to develop these capabilities; and (3) the pros and cons associated with each of the identified options. The study also looked at the best means by which students can develop computing skills; the role formal assessment should play at the college level; and the implications for graduation requirements. The committee assessed the history and current state of computing within the CALS

curriculum, and surveyed employers and faculty to find out the kinds of computing capabilities employers seek in graduates, and the opinions of "high-end" users of computing and related technologies on campus. Results of the assessment indicate that students should obtain a basic knowledge of major applications, particularly word processing and spreadsheet analysis, and have some experience with presentation software and database management software. Students also need to be able to demonstrate that they can effectively use the Internet by gathering and evaluating data from the Internet. In addition, all students should explore and utilize computing as it is used by professionals within their field of study, and upper level courses with significant computing content should be available in each major. Committee recommendations are discussed. Tables and figures show computer use data, attitudes about computers, computer use in courses offered, participation in non-credit workshops, a flow chart of introductory computer course relationships, and enrollment in CALS computer application courses. (Author/SWC)

ED 402 902

IR 018 188

Perceptions of Public Television by Hispanics. CPB Research Notes, No. 59.

Corporation for Public Broadcasting, Washington, D.C.

Pub Date—Aug 93

Note—6p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Attitudes, *Audience Response, Cultural Pluralism, *Cultural Relevance, Educational Television, English (Second Language), Ethnic Groups, Focus Groups, *Hispanic Americans, Language Minorities, Minority Groups, Non English Speaking, Programming (Broadcast), *Public Television, Spanish Speaking, *Television Viewing

Identifiers—California (Los Angeles), *Corporation for Public Broadcasting, Florida (Miami), New York (New York), Texas (San Antonio)

In February 1993, the Corporation for Public Broadcasting commissioned focus groups with Hispanic viewers to determine the perceptions of public television by Hispanics. The project was conducted by Norman Hecht Research and included Hispanic viewers and non-viewers in four cities—New York, Miami, San Antonio, and Los Angeles. The topic for discussion was adult television viewing, particularly viewing of prime time programming on public television. While audience ratings data show a high viewership among Hispanics for children's programming on public television, the viewership of adult programming is generally less among Hispanics than it is for the total population. Focus group participants were asked to discuss the image they had of public television in their market; what programming they watched, if any; programming of special interest to them as Hispanics; and the image of Hispanics on television in general as well as on public television. The strongest image of public television among all Hispanics was one of family programming with especially good programming for children. Participants had somewhat sketchy knowledge about specific programming, with little awareness of programming with special Hispanic interest. The most frequent complaint was the "lack of visibility of Hispanics on English language television." Public television was given slightly more credit than commercial television for not reinforcing negative stereotypes of Hispanics. Language was found to be a barrier to public television viewing among Hispanics who were not fluent in English. Implications and recommendations for public television managers, programmers and those attempting to reach Hispanics for educational purposes are discussed. (Author/SWC)

ED 402 903

IR 018 189

Kids and Television in the Nineties: Responses from the Youth Monitor. CPB Research Notes, No. 64.

Corporation for Public Broadcasting, Washing-

ton, D.C.
 Pub Date—Nov 93
 Note—7p.
 Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Adolescents, *Attitudes, *Audience Response, *Children, Educational Television, Elementary Secondary Education, National Surveys, Parent Role, Programming (Broadcast), *Public Television, Television Research, Television Surveys, *Television Viewing, Violence
 Identifiers—1990s, Corporation for Public Broadcasting, Television Stations, *Youth Studies
 The Corporation for Public Broadcasting participated in the 1993 Yankelovich Youth Monitor in order to determine information about kids and television viewing in 1990s. The Youth Monitor is a study of 1,200 children ages 6-17 conducted with an in-home interview in randomly selected households throughout the United States. The study asks kids a wide range of questions about their lives at home and at school. This report looks at the impact of television on kids; kids' viewing habits; what kids watch; kids and public television viewing and attitudes; and kids, parents, and violence on television. Television impacts American children significantly. Television is in kids' homes, often in their own rooms, and is viewed an average of approximately 22 hours per week. Television is also in the schools, used to enhance learning. Television is kids' number one source of information on news and current events, and a prominent source of information for consumer items and music trends. Although public television has captured the preschool age group with high quality educational programming, older children spend more of their viewing time with other networks. (Author/SWC)

ED 402 904 IR 018 190

Native Americans' Perceptions of Public Broadcasting. CFB Research Notes, No. 69. Corporation for Public Broadcasting, Washington, D.C.
 Pub Date—Jul 94
 Note—7p.
 Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*American Indians, *Attitudes, *Audience Response, Cultural Pluralism, *Cultural Relevance, Educational Television, Ethnic Groups, Focus Groups, Indigenous Populations, Mass Media, Minority Groups, Programming (Broadcast), *Public Television, *Television Viewing
 Identifiers—California (Oakland), Corporation for Public Broadcasting, *Native Americans, New Mexico, Oklahoma (Tahlequah), Zuni (Pueblo)

In March and April 1994, the Corporation for Public Broadcasting conducted a focus group study of Native Americans to determine how they perceive public television. The focus groups were conducted by American Indian Telecommunications to determine the general viewing habits of Indians, their awareness of television programming, their response to Indian portrayals in media, and their perceptions of public television. Focus group participants were Native Americans age 25 or older, fluent in English, and located in Tahlequah, Oklahoma; Oakland, California; and the Zuni Pueblo in New Mexico, representing rural, urban, and reservation areas. Television viewing is an important part of most American Indian homes, although importance and how it was used varied across the three focus group sites. The most significant findings included: (1) education is public television's outstanding image; (2) public television is recognized for excellent preschool programming; (3) public television portrayals of Indians are fair and ethical; and (4) Native Americans desire more programming with relevance to Native people. (Author/SWC)

ED 402 905 IR 018 192

Brown, Herb
A Guide for Using the Internet.

Delta Pi Epsilon Society, Little Rock, AR.
 Pub Date—96
 Note—75p.
 Available from—Delta Pi Epsilon, Inc., P.O. Box 4340, Little Rock, AR 72214 (\$12).
 Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
 Descriptors—Access to Information, Electronic Mail, Futures (of Society), *Information Sources, *Internet, Learning Activities, *Online Searching, World Wide Web
 Identifiers—File Transfer Protocol, Gopher, Newsgroups, Telnet
 This manual provides an instructional overview of Internet resources with student exercises. The work consists of nine chapters: (1) Introduction to the Internet; (2) How to Access the Internet; (3) Electronic Mail; (4) Gopher; (5) File Transfer Protocol-FTP; (6) Newsgroups & Newsreaders; (7) Telnet & TN3270; (8) World Wide Web; and (9) Future of the Internet: Where Are We Heading on this Superhighway? A suggested reference list and a list of interesting sites on the Internet are appended. (AEF)

ED 402 906 IR 018 193

Mudrick, Allison And Others
Research, Development, and Technology.
 Pub Date—96
 Note—45p.; Paper presented at the Annual Conference of the National Middle School Association (23rd, Baltimore, MD, October 31-November 3, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—*Computer Assisted Instruction, *Curriculum Guides, *Educational Technology, Instructional Materials, Intermediate Grades, *Learning Activities, Middle Schools, Research and Development, Student Projects, Student Research, Worksheets
 Identifiers—InfoTrac System, Portland School District OR

This publication introduces the research, development and technology curriculum at West Sylvan Middle School (Portland, Oregon) and presents the syllabus with selected activities and worksheets. Sample research units on South America, Mexico and Central America are outlined. Other materials include: student outline guide of questions; index worksheet; resource guide; note-taking procedure for research purposes; outline format; expository writing assessment guide; outline of integration across the curriculum; student evaluation; independent research process; worksheet for using the Internet; Internet independent activity; Dynix system worksheet; Infotrac worksheet; outline of integration and articulation of research, development and technology across the curriculum; the State of Oregon's performance based assessment guide; and a draft of West Sylvan Middle School's performance guide. (AEF)

ED 402 907 IR 018 194

Wesley, Marion T., Jr. Franks, Melvin Eugene
Advanced Adoption of Computer Technology in the Classroom and Teachers' Participation in Voluntary Innovation Adoption Activities.

Pub Date—Nov 96
 Note—26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—*Adoption (Ideas), Case Studies, *Computer Assisted Instruction, Computer Attitudes, Computer Literacy, Computer Networks, Educational Technology, Elementary Education, Magnet Schools, Microcomputers, *Multimedia Instruction, Multimedia Materials, Questionnaires, Teacher Attitudes, Teacher

Collaboration, Teacher Response, *Teaching Methods, Technological Advancement
 Identifiers—*Concerns Based Adoption Model

A case study was conducted to seek improved understanding of processes related to teachers' adoption of two classroom-based computer technologies—networked computer-assisted instruction (CAI) and desktop computer multimedia resources—at a selected magnet elementary school. A Stages of Concern Questionnaire was used to gather quantitative data, and interviews with four selected teachers provided qualitative data. The research focused on identifying and describing teachers' self-initiated or voluntary individual and collegial adoption-related activities and on understanding the part such activities played in promoting progression for the innovations through the Concerns Based Adoption Model (CBAM) stages of concern. Qualitative analysis identified two general categories of individual voluntary adoption activities related to several stages of concern including the informational, personal, management, and consequence stages: (1) voluntary investigation of new computer resources (software, devices) for students to use, and (2) voluntary experimentation with altered teaching methods, student work, and classroom physical and procedural arrangements to integrate technology into the learning process. The analysis also indicates increasing collegial interaction among adopting teachers over time related to information, personal, management, consequence, and collaboration concerns. The evolution of teachers' concerns and their voluntary adoption activities are interrelated with their advancing experience with increasingly complex and powerful computer resources over time. An appendix includes the interview script. (Contains 50 references.) (Author/SWC)

ED 402 908 IR 018 197

Barker, Bruce O. Hall, Robert F.
Long-Term Technology Planning: Laying the Foundation To Improve Illinois Schools. Western Illinois Univ., Macomb, Illinois Inst. for Rural Affairs.
 Pub Date—Apr 96
 Note—21p.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Computer Literacy, Computer Software, Computer Uses in Education, Educational Finance, *Educational Planning, *Educational Technology, Elementary Secondary Education, Information Skills, Lifelong Learning, *Long Range Planning, Microcomputers, Needs Assessment, School Districts, Staff Development, Technological Advancement, Telecommunications, User Needs (Information)

Identifiers—*Illinois, National Information Infrastructure, *Technology Plans

This report provides guidelines for establishing a long-term technology plan for education, applicable to schools in all states. Advanced and emerging telecommunications and computer technologies have resulted in an ever increasing need for teachers and students to develop information processing and lifelong learning skills for gathering and analyzing information. Traditional definitions of literacy will be complemented by the ability to access, exchange, and analyze digital information via telecommunications-based technologies. The report includes the following sections: (1) Introduction; (2) the National Information Infrastructure and its Potential Impact on Schools; (3) The Importance of Developing a Technology Vision; (4) Elements of a Well-Articulated Technology Plan (Statements of Belief Relative to Technology Infusion, Formulate a Vision Statement, Develop Challenge Statements, Identify Strategies for Technology Implementation, and Formulate Objectives and a Definite Action Plan); (5) Suggested Steps in Articulating a Long-Term School/District Technology Plan; (6) Questions To Consider in Assessing Needs/Interest in Selected Technologies; (7) Questions To Consider Regarding Staff Development; (8) Instructional Software or Equipment: What's More Important?; (9) Computer Hardware Specifications;

(10) Funding for Technology; (11) Obtaining More Information on Technology Planning for K-12 Schools; and (12) References. (SWC)

ED 402 909 IR 018 198

How Television Impacts Kids and Learning: Lessons from the Youth Monitor. CPB Research Notes, No. 65.

Corporation for Public Broadcasting, Washington, D.C.

Pub Date—Nov 93

Note—7p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adolescents, *Audience Response, Children, College Bound Students, Current Events, *Educational Television, Elementary Secondary Education, Instructional Materials, National Surveys, Programming (Broadcast), *Public Television, *Student Attitudes, *Television Viewing

Identifiers—Corporation for Public Broadcasting, *Impact Evaluation

Television plays an important role in the lives of American children today. In addition to providing entertainment for children, television has an impact on children's learning both in school and outside of school. In November 1993, the Corporation for Public Broadcasting acquired data about children's viewpoints about television usage for classroom learning from the 1993 Youth Monitor, a study of 1,200 children ages 6-17 through an in-home interview of randomly selected households in the United States. Results indicate: (1) television and video is used frequently in schools—nearly 40% of all children see television or video at least once per week in school, with even higher usage in rural areas; (2) students who view a lot of television are more likely to report lower grades; (3) the group of students who are most likely to want to go to college are those with the lightest television viewing; (4) television is the number one source for children for news and current events; (5) 72.4% of children cited television as a source of information about new breakfast cereals; (6) public television was mentioned by students as the second most frequently viewed channel in schools, and dominated the list of teachers' most frequently used programs; and (7) whether viewing public television at home or at school, kids have connected public television with education. (SWC)

ED 402 910 IR 018 199

CNN Newsroom Classroom Guides, December 1-31, 1996.

Cable News Network, Atlanta, GA.; Turner Educational Services, Inc., Atlanta, GA.

Pub Date—Dec 96

Note—80p.; There are no guides for December 23-27 and 30-31.

Available from—Turner Media, 1 CNN Center, P.O. Box 105780, Atlanta, GA 30348-5780; Electronic version: gopher.ericir.syr.edu/lessonplans/CNNNewsroomDailyLessonPlans; URL: gopher.ericir.syr.edu/70/11/Lesson/CNN (videos of broadcasts, \$10.95 per episode; specify date).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cable Television, *Class Activities, *Current Events, Discussion (Teaching Technique), *Educational Television, Elementary Secondary Education, *News Media, *Programming (Broadcast), *Social Studies

Identifiers—Cable News Network, *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for December 1-20, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics include: eighth annual World AIDS Day, protests in Belgrade, Mother Theresa's condition improves, tens of thousands of marching protesters call for Serbian President Milosevic to resign, scientists reveal the existence of ice on the moon, explosion on a commuter train renews fears

of terrorism in France, Pathfinder begins journey to Mars, Guatemala peace treaty signed, and U.S. President Clinton chooses new national security team (December 2-6); Serb court ruling denies seats to 33 opposition candidates, U.N. approves Iraqi oil sale, South African President Mandela signs a new Constitution into law, Galileo reveals new data on Jupiter's moon, Saddam Hussein's son is shot, fire detectors to be installed in cargo holds of U.S. planes, and blue chip stocks fall 98 points (December 9-13); Boeing and McDonnell-Douglas merge to form the world's largest aerospace company, Serbian president concedes second election, peace talks between the Israelis and Palestinians about to resume, pieces of Challenger surface, the new Secretary-General of the U.N. will be sworn in, rebel movement takes hostages in the Japanese Embassy in Lima, Peru, FBI veteran charged with spying, new T.V. ratings system, and Wall Street upsurge (December 16-20). (SWC)

ED 402 911 IR 018 201

Satellite Town Meeting.

Department of Education, Washington, DC.

Report No.—ED-OIIA95-5

Pub Date—96

Note—7p.; Six panel brochure, with text on three sides.

Available from—U.S. Department of Education, 600 Independence Ave., S.W., Washington, DC 20202; toll-free telephone: (800) USA-LEARN.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Cooperation, Computer Mediated Communication, *Educational Improvement, *Educational Objectives, Elementary Secondary Education, Government School Relationship, *Information Networks, *Partnerships in Education, *Teleconferencing

Identifiers—Department of Education, National Education Goals 1990, Satellite Dishes, *Satellite Uses in Education

On the third Tuesday of each month, U.S. Secretary of Education, Richard W. Riley, and Deputy Secretary, Madeleine M. Kunin, host the Satellite Town Meeting—a live, interactive teleconference where renowned national experts, local educators, and community leaders share ideas on how to improve schools and reach the National Educational Goals. It offers an opportunity for networking with people across the nation who share a commitment to building community partnerships and a common vision of educational excellence for all children. It also provides a regular occasion for organizing a school or community's education improvement programs. The audience includes parents, teachers, school administrators, business leaders, civic and community activists, college faculty, and others. All that is required is for one person to invite the key people in the community, school, or neighborhood who care about education, and then to find a site that has a satellite dish. Major national cable outlets rebroadcast the Satellite Town Meeting each month, and a number of state educational television systems, Public Broadcasting System member stations, and public access television channels broadcast the program live. Past topics include: strengthening family and school partnerships; enhancing mathematics and science education; creating safer schools; improving preschool programs; connecting schools to the Information Superhighway; expanding the arts in education; and creating the school-to-work transition to prepare students for promising careers. (AEF)

ED 402 912 IR 018 203

Ross, Tweed Wallis, Jr. Bailey, Gerald D.

Technology-Based Learning: A Handbook for Teachers and Technology Leaders. Revised Edition.

Report No.—ISBN-1-57517-074-4

Pub Date—96

Note—177p.

Available from—IRI/Skylight Training and Publishing, Inc., 2626 S. Clearbrook Dr., Arlington Heights, IL 60005 (\$29.95).

ton Heights, IL 60005 (\$29.95).

Pub Type—Books (010) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Classroom Techniques, Computer Assisted Instruction, *Computer Uses in Education, Cooperative Learning, *Educational Technology, Elementary Secondary Education, Information Sources, Information Technology, Media Selection, Professional Development, Teaching Methods

Identifiers—Electronic Media, *Technology Integration

Selecting and using technology for the classroom is an enormous responsibility for teachers. This book helps educators of K-12 decide which of the many available technologies are right for them. It presents and develops five learning methods based on specific technological devices and practices. These methods include teacher-centered learning with technology; integrated learning systems; electronic collaborative learning; hyperlearning; and electronic learning simulations. Teachers learn how to choose the right method, how to incorporate it, and how it will affect student achievement. This handbook takes into account factors like budget, physical facilities, student reactions, expected pay-offs, staff development, and individual instructional styles. A series of "tips, tricks, and traps" and a list of related resources for each method are designed to help dispel teachers' fears of technology. The book also provides an adoption model for incorporating technology-based learning methods into the school program. Transparency masters, implementation checklists and flow charts, a glossary of terms, a vendor list, and an up-to-date bibliography are included. (Contains 296 references.) (AEF)

ED 402 913 IR 018 206

Get Wired: Designing Your School Network [videotape].

Northwest Educational Technology Consortium, Portland, OR.

Pub Date—8 May 96

Note—Running time: 2 hours. For the follow-up videotape "You're Wired: Now What?", see IR 018 207.

Available from—Northwest Educational Technology Consortium, Northwest Regional Educational Laboratory, Document Reproduction Service, 101 S.W. Main St., Suite 500, Portland, OR 97204 (\$20, includes UPS delivery; add 25% for shipping to a foreign country).

Pub Type—Collected Works - Proceedings (021) — Non-Print Media (100) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Computer Networks, *Computer System Design, Computer Uses in Education, Decision Making, *Educational Planning, *Educational Technology, Elementary Secondary Education, *Local Area Networks, Program Development, School Districts, Teleconferencing, Videotape Recordings

Identifiers—*Electronic Wiring, Network Management, United States (Northwest), Wide Area Networks

This videotape records a two-hour live teleconference that had over 500 participants and was broadcast on May 8, 1996. The hosts, experienced school network designers, provide examples of school networks, address network design features, and discuss planning considerations that face educators needing to make intelligent decisions about constantly evolving technologies. Technology coordinators, technology committee members, school board members, administrators and teachers have found the program useful for designing school networks that meet teaching, learning and administrative needs. The teleconference included footage of three Northwest school districts with different network stories: (1) Juneau, Alaska—a fully operating local area network (LAN) in each of eight campuses and a wide area network linking the district; (2) Butte, Montana—a LAN in one middle school, and drafting specifications and seeking funding to network each school and the district; (3) Montecano, Washington—an operating LAN in the junior/

senior high school and the wiring of the second elementary school. (AEF)

ED 402 914 IR 018 207

You're Wired: Now What? [videotape].

Association of Staff in Tertiary Education (New Zealand).

Pub Date—30 Oct 96

Note—Running time: 2 hours. For the related videotape "Get Wired: Designing Your School Network", see IR 018 206.

Available from—Northwest Educational Technology Consortium, Northwest Regional Educational Laboratory, Document Reproduction Service, 101 S.W. Main St., Suite 500, Portland, OR 97204 (\$20, includes UPS delivery; add 25% for shipping to a foreign country).

Pub Type—Collected Works - Proceedings (021) — Non-Print Media (100) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Access to Information, *Computer Networks, Computer Security, Computer System Design, *Computer Uses in Education, Educational Planning, Elementary Secondary Education, Local Area Networks, Professional Development, School Districts, Teleconferencing, Videotape Recordings

Identifiers—*Network Management, United States (Northwest)

This videotape, a two-hour follow-up to the earlier "Get Wired: Designing Your School Network" teleconference, presents issues in implementing and maintaining a network. Program segments on network management, training and professional development, security and access, and growing the network are addressed by a panel of educators from the Northwestern school districts that work with networks. (AEF)

ED 402 915 IR 018 208

Smarte, Lynn. Boston, Carol

ERIC Annual Report, 1995. Summarizing the Recent Accomplishments of the Educational Resources Information Center.

ACCESS ERIC, Rockville, MD.

Spons Agency—Educational Resources Information Center (ED), Washington, DC.; National Library of Education (ED/OERI), Washington, DC.

Pub Date—95

Note—45p.; Report covers 1994; for the 1993 report, see ED 376 794. For the 1996 report covering 1995, see ED 400 789.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Information, Annual Reports, Bibliographic Databases, *Computer Networks, Documentation, *Educational Research, *Educational Resources, *Information Centers, *Information Dissemination, Information Retrieval, *Information Services, International Cooperation, Microfiche, Program Descriptions, User Needs (Information)

Identifiers—*ERIC, ERIC Clearinghouses, ERIC Document Reproduction Service

The Educational Resources Information Center (ERIC) is a federally funded, nationwide network designed to provide ready access to education information. Managed by the United States Department of Education's National Library of Education, ERIC consists of 16 clearinghouses, each devoted to a particular area of education, several adjunct clearinghouses, and additional support components. ERIC is the largest education database in the world, with over 900,000 records of journal articles, research reports, curriculum and teaching guides, conference papers, and books. This annual report highlights many recent achievements of the ERIC system. These include a tremendously expanded audience, with nearly two million people contacting ERIC components in 1994; providing exemplary services by utilizing technological innovations such as CD-ROM distribution of the ERIC database and ERIC Digests, and Internet access to the ERIC database, digests, clearinghouses, adjunct clearinghouses, and support components; providing support products and services for parents, with a new adjunct clearinghouse specializing in child care

information; partnerships with corporations and organizations; providing efficiency and economy to the education community by maintaining a well-organized central repository of information and allowing reproduction and distribution of ERIC-produced documents; and recognition by users and the media as being service-oriented and client-centered. Fourteen exhibits illustrate some ERIC services and advances. (SWC)

ED 402 916 IR 018 209

Barnin, Ann E. Orwig, Gary W.

New Technologies for Education: A Beginner's Guide. Third Edition.

Report No.—ISBN-1-56308-477-5

Pub Date—97

Note—295p.; For second edition (1995), see ED 382 160.

Available from—Libraries Unlimited, P.O. Box 6633, Englewood, CO 80155-6633 (\$32.50; \$39 outside North America).

Pub Type—Books (010) — Guides - Classroom - Learner (051) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Assistive Devices (for Disabled), *Computer Uses in Education, Distance Education, *Educational Media, Educational Resources, *Educational Technology, Elementary Secondary Education, Hypermedia, Instructional Systems, Interactive Video, Internet, Local Area Networks, *Multimedia Instruction, Optical Data Disks, Technological Advancement, Telecommunications, Teleconferencing, World Wide Web

Identifiers—Digital Audiotape, Digital Video Interactive

This book offers an updated look at the technologies affecting education—including the World Wide Web, wireless local area networks (LANs), multimedia, and videoconferencing—and demonstrates how those technologies can best be used in an educational setting. For each type of technology, the book assesses advantages and disadvantages, educational applications, and implementation techniques. The book includes the following chapters: (1) Teaching with New Technology; (2) Compact Disc-Read Only Memory (CD-ROM); (3) Interactive Videodisc; (4) Digital Audio; (5) Digital Images and Video; (6) Presentation and Hypermedia Programs; (7) Local Area Networks; (8) Telecommunications; (9) Teleconferencing and Distance Learning; and (10) The Computer as an Assistive Technology. Each chapter provides a scenario to illustrate implementation techniques; a summary of the topic on a copy-ready brochure that can be duplicated and distributed; and resource information including contact information about software and hardware vendors, lists of appropriate reference materials, and glossaries of terminology. Chapters are written to function independently to facilitate in-service workshops, and relevant topics are cross-referenced. Detailed graphics throughout the book illustrate hardware, software, and applications. This guide can be used as a professional resource, a guide for in-service education, or a textbook for multimedia and technology courses at the undergraduate and graduate levels. (SWC)

ED 402 917 IR 018 211

Resource Guide to Federal Funding for Technology in Education.

Department of Education, Washington, DC.

Pub Date—Jan 97

Note—9p.

Available from—Electronic version: <http://www.ed.gov/Technology/funding.html>

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Uses in Education, *Educational Finance, Educational Resources, *Educational Technology, *Federal Aid, Federal Government, Federal Programs, Financial Support, Grants, Library Funding, School Funds, Technical Assistance, Technological Advancement

Identifiers—Department of Agriculture, Department of Commerce, Department of Defense, Department of Education, Department of Ener-

gy, National Aeronautics and Space Administration, National Endowment for the Humanities, National Science Foundation

This guide provides information about funding resources available from the Federal government for programs involving educational technology. Funding programs are included for the following government agencies: U.S. Department of Education; Department of Commerce; National Science Foundation (NSF); Department of Energy (DOE); National Aeronautics and Space Administration (NASA); U.S. Department of Defense—Advanced Research Projects Agency; U.S. Department of Agriculture (USDA); and the National Endowment for the Humanities (NEH). Program descriptions, funding allocation, contact, and application information are provided for each grant listed. A brief description and ordering information are provided for other funding guide sources: "The USDLA Funding Source Book for Distance Learning and Educational Technology," "Directory of Building and Equipment Grants," and "Federal Register." (SWC)

ED 402 918 IR 018 213

Public Broadcasting's Services for the American People.

Corporation for Public Broadcasting, Washington, D.C.

Pub Date—[96]

Note—36p.; Ten pages (p.10-20) come under the heading: "Public Broadcasting & Education."

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Information, *Community Services, Educational Television, Elementary Secondary Education, Mass Media Use, Nonprofit Organizations, Private Sector, *Programming (Broadcast), *Public Service, Public Television, *Telecommunications, Television Viewing, Users (Information)

Identifiers—*Corporation for Public Broadcasting

The Corporation for Public Broadcasting (CPB), a private, non-profit corporation, was created to develop public telecommunications services of the highest quality to serve the American people. This booklet reviews the services to the American people that have been undertaken by CPB and public broadcasters nationwide. They include important contributions in the areas of education, community service, and technology. These services may be less well known than the radio and television programming that helps keep millions of Americans informed, but they are no less important a part of public broadcasting's mission. The report covers the following topics: financial facts; the national network of public broadcasting; lifelong learning for all ages, in schools, at colleges, at work, and at home, including for-credit adult courses, helping to meet the National Education Goals, and in-service education programs; helping communities tackle tough problems such as youth violence; creating coalitions for action; programming for diverse ethnic and racial audience groups; serving rural and under-served audiences; technological innovations such as using satellites for distance learning and interactive, computer-based videodiscs for advanced, self-paced instruction; providing access for Americans with impairments; and exploring the public service possibilities of computer networks and a computer database to serve educators. (SWC)

ED 402 919 IR 018 214

Study of School Uses of Television and Video.

1990-91 School Year. Summary Report.

Corporation for Public Broadcasting, Washington, D.C.

Pub Date—[92]

Note—32p.

Available from—USA Fulfillment, Inc., P.O. Box 1515, Church Hill, MD 21690 (\$3).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cable Television, Communications Satellites, *Educational Television, Elementary Secondary Education, Futures (of Society), *Instructional Materials, Interactive Television, *Mass Media Use, Programming (Broad-

cast), Questionnaires, Teacher Attitudes, Technological Advancement, *Television Viewing, Trend Analysis, Videodisks, Videotape Cassettes, Videotape Recorders, *Videotape Recordings

Important changes in classroom television and the technologies that accompany it have taken place. Videocassette recorders have become more plentiful, giving teachers greater flexibility in presentation and scheduling; the growth of program delivery systems such as videocassettes, satellite, cable, and broadcast services has given educators more sources for programming; and newer technologies such as interactive videodisks have begun to enter the nation's classrooms. Between February and June 1991, almost 6,000 educators throughout the United States completed questionnaires regarding the availability, use, and support of school television. This report summarizes the results of the study, providing key measures of the use of instructional television and video, availability of equipment and programming, and support and resources devoted to instructional television. The report also summarizes teachers' attitudes toward the use of television in the classroom, notes the growth of several new television-based technologies, and suggests what trends will develop during the next few years. The information is intended to assist professionals in education, broadcasting, and government to make more effective use of classroom television and related teaching resources, and ultimately to help improve teaching and learning. An appendix provides a summary of the study design and methodology. (Author/SWC)

ED 402 920 IR 018 215

Fair Use Guidelines for Educational Multimedia. Subcommittee on Courts and Intellectual Property of the Committee on the Judiciary, House of Representatives. One Hundred Fourth Congress, Second Session. Congress of the U.S., Washington, D.C. House Committee on the Judiciary

Report No.—ISBN-0-16-053892-0

Pub Date—Dec 96

Note—18p.; Ser. No. 11.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, *Compliance (Legal), Copyrights, *Educational Media, Educational Resources, Elementary Secondary Education, *Fair Use (Copyrights), Federal Regulation, Government Role, *Information Utilization, Legal Responsibility, *Multimedia Materials, Publishing Industry, Reprography, Technological Advancement

Identifiers—Congress 104th, *Copyright Law 1976, Educators

This nonlegislative report presents guidelines for the interpretation of the fair use provisions of the Copyright Act of 1976. Technological developments since 1976 have necessitated the re-interpretation of the fair use exemption contained in the Copyright Act by copyright owners and the educational community to allow educators to apply the Act appropriately. The guidelines in this report were agreed upon by the majority of institutions and organizations affected by educational multimedia. While only the courts can decide whether a particular use of a copyrighted work fits within the fair use exemption, these guidelines represent the participants' consensus view of what constitutes the fair use of a portion of a work included in a multimedia educational project. Permitted educational uses and specific portion and time limitations are included to help educators, scholars, and students more easily identify whether using a portion of a certain copyrighted work constitutes a fair use of that work. The guidelines grant a relative degree of certainty that a use within the guideline will not be perceived as an infringement of the Copyright Act by the endorsing copyright owners, and that permission for such use will not be required. Appendices include lists of organizations, individual companies, institutions, and United States governmental

agencies endorsing the guidelines; and organizations participating in guideline development. (Author/SWC)

ED 402 921 IR 018 216

Franchise Fees and Public, Educational and Government (PEG) Access. Report to the Minnesota Legislature.

Minnesota State Dept. of Public Service, St. Paul, Energy Div.

Pub Date—15 Feb 96

Note—28p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Broadcast Television, *Cable Franchising, Cable Television, Communications Satellites, Community Programs, Competition, Compliance (Legal), *Delivery Systems, Educational Television, Government Role, *State Government, State Regulation, State Surveys, *Telephone Communications Industry, Telephone Communications Systems, Use Studies, *Utilities

Identifiers—*Minnesota, *Public Access Television, Telecommunications Act 1996

Franchise fees are a tax imposed on a private entity to compensate a municipality for use of a public property for private gain. The Telecommunications Act of 1996 grants municipalities the right to assess a 5% franchise fee to both cable companies and competitors of cable companies, such as operators of open video systems. The Minnesota State Department of Public Service surveyed all municipalities, telephone companies, telecommunication carriers, investor-owned natural gas utilities, investor-owned electric utilities, and cable communications companies in the state of Minnesota to collect data on franchise fee collection and use. The survey identified 209 municipalities that access franchise fees on cable communication companies. Franchise fee collection is the most prevalent with cable companies, which are also required by state law to provide access channels for public, educational, and government (PEG) access. The four technologies capable of delivering subscription video services are standard cable television, open video systems, wireless cable, and direct broadcast satellite. Only standard cable television is both subject to a franchise fee on all gross revenues and is also a technology which is fully compatible with local PEG access requirements. The government must regulate its fee and requirement policy to prevent increased consumer subscription costs and loss of competition among competing technologies, and to maintain current franchise fee revenue and PEG access. The document includes the following sections: (1) Background on Franchise Fees and PEG access; (2) Background on Government Fees; (3) Franchise Fees (amount collected, use of franchise fees); (4) PEG Access (PEG programming and viewership); (5) Video Technologies, Franchise Fees, and PEG Access; (6) Recommendations for a State Policy Regarding Franchise Fees and Related Compensation; and (7) Conclusion. (Author/SWC)

ED 402 922 IR 018 218

Educational Media and Technology Yearbook, 1997, Volume 22.

Report No.—ISBN-1-56308-423-6; ISSN-8755-2094

Pub Date—97

Note—375p.; For the 1995/1996 yearbook, see ED 391 474.

Available from—Libraries Unlimited, Inc., P.O. Box 6633, Englewood, CO 80155-6633 (\$65; \$78 outside North America).

Pub Type—Books (010) - Collected Works - General (020) - Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors—Cable Television, Curriculum Development, Doctoral Programs, *Educational Development, *Educational Technology, *Educational Trends, Elementary Secondary Education, Fellowships, Higher Education, Information Sources, Instructional Design, *Instructional Innovation, Local Area Networks, Masters Programs, Problem Solving, Profes-

sional Associations, Scholarships, Staff Development, World Wide Web

Identifiers—Computer Assisted Language Learning, North America, Technology Plans

The Educational Media and Technology Yearbook (EMTY) is designed to provide media and instructional technology professionals with an up-to-date, single-source overview and assessment of the field of educational technology, including trends, issues, innovations, and research findings. The 1997 edition of EMTY is divided into eight parts. Part 1 focuses on trends and issues and includes articles on instructional systems design, pressure for change in educational technology, the discourse on technology, and computer-assisted language learning. Part 2 covers the development and state of the profession. Part 3 addresses current developments and includes articles on web-based learning, technology planning, and local area networks in K-12 schooling, systematic thinking, cable television in the classroom, computer skills for information problem-solving, and using electronic portfolios for assessment. Part 4 presents leadership profiles of three individuals who have made significant contributions to the field (Donald P. Ely, James Okey, and Constance Dorothea Weinman). Part 5 provides brief status, membership, and publication reports from six professional organizations. Part 6 lists organizations and associations in North America, and part 7 lists graduate programs, scholarships, fellowships, and awards. Part 8 contains a list of media-related print and non-print resources. An index is also provided. (SWC)

ED 402 923 IR 018 219

Sandholtz, Judith Haymore And Others

Teaching with Technology: Creating Student-Centered Classrooms.

Report No.—ISBN-0-8077-3586-8

Pub Date—97

Note—211p.

Available from—Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 (\$18.95).

Pub Type—Books (010) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Case Studies, *Computer Uses in Education, Curriculum Development, Educational Change, Educational Cooperation, *Educational Innovation, *Educational Research, *Educational Technology, Elementary Secondary Education, Futures (of Society), Integrated Activities, Partnerships in Education, Personal Narratives, Public Schools, Staff Development, Student Role, Teacher Collaboration, Teacher Education, *Teacher Role, User Needs (Information)

Identifiers—*Apple Classrooms of Tomorrow, Apple Computer Inc.

Teachers are responsible for juggling knowledge of where students are and where they need to go; having insights into students' special needs and progress; choices of curricular activities and materials; rules that govern children's participation; expectations from parents and communities; and the norms and rules that govern them as teachers. The addition of technology further complicates the equation and presents many new questions. This book provides information based on 10 years of data gathered from the Apple Classrooms of Tomorrow (ACOT) project. Started in 1985, ACOT is a research collaboration between universities, public schools, and Apple Computer, Inc. to investigate the results of teachers and children routinely using technology for learning. The book includes case studies and teachers' personal perspectives from experiences in ACOT classrooms. The chapters are: (1) "From Instruction to Construction"; (2) "The Challenge of Instructional Change: Two Teachers' Stories"; (3) "The Evolution of Instruction in Technology-Rich Classrooms"; (4) "Managing a Technology-Rich Classroom"; (5) "Redefining Student and Teacher Roles"; (6) "Maintaining Student Engagement"; (7) "Enhancing Innovation and Promoting Collegial Sharing: A Reciprocal Relationship"; (8) "Integrating Technology into the Curriculum: An Exemplary Unit of Practice"; (9) "Creating an Alternative Context for

Teacher Learning"; (10) "Back to the Real World: Opportunities and Obstacles in Staff Development"; and (11) "Technology: One Tool Among Many." A methodological appendix and index are also included. (Contains 127 references.) (Author/SWC)

ED 402 924 IR 018 220
Lankes, R. David

The Bread & Butter of the Internet: A Primer and Presentation Packet for Educators. ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Report No.—IR-101; ISBN-0-937597-41-4. Pub Date—Jun 96.

Contract—RR93002009. Note—365p.; For ERIC Digest on same topic, see IR 018 221.

Available from—Information Resources Publications, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (\$20, plus \$3 shipping and handling).

Pub Type—Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price — MF01/PC15 Plus Postage.

Descriptors—Computer Networks, *Computer Uses in Education, Electronic Mail, Elementary Secondary Education, Futures (of Society), Inservice Teacher Education, Instructional Materials, *Internet, Online Systems, Resource Materials, Staff Development, Trend Analysis, World Wide Web

Identifiers—ERIC, File Transfer Protocol, Gopher, Telnet

This educator-oriented handbook by "Virtual Dave" provides an easy-to-read, easy-to-understand guide to the Internet: what it is; how it works; and how one gets there. The book covers the basics of the Internet, with simple and concise explanations geared toward classroom teachers and school library media specialists. Each chapter contains a resource section of Internet addresses and chapter highlights which are helpful for novice and experienced Internet users alike. The book includes the following chapters: (1) Electronic Networks: A Primer; (2) The Internet Model; (3) E-Mail: The Net's Common Currency; (4) Telnet and FTP: The Internet's Forgotten Heroes; (5) Gopher: What if the World Were One Big Menu? (6) The World Wide Web: Do Spiders Really Surf? (7) New Toys and Trends for the Internet; (8) Setting up the Internet for Your School; and (9) Conclusion. A presentation packet for educators to teach others about the Internet comprises the second half of the document and includes all materials ready for reproduction in hard copy or transparency. An annotated bibliography of related documents available in the Educational Resources Information Center (ERIC) database, background information about ERIC, and a glossary are also included. (Contains 13 references.) (SWC)

ED 402 925 IR 018 221
Lankes, R. David

The Bread & Butter of the Internet. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-97-02

Pub Date—Jan 97

Contract—RR93002009

Note—4p.; Based on the ERIC monograph, "The Bread and Butter of the Internet: A Primer and Presentation Packet for Educators"; see IR 018 220.

Available from—ERIC Clearinghouse on Information & Technology, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type—Guides - Non-Classroom (055) — ERIC Publications (071)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Computer Literacy, Computer Networks, Computer Software, *Computer Uses in Education, Elementary Secondary Educa-

tion, Futures (of Society), Inservice Education, Instructional Materials, *Internet, Models, Online Systems, Resource Materials, Teaching Methods, Technological Advancement, User Needs (Information)

Identifiers—*Conceptual Frameworks, ERIC Digests

An increasing amount of national attention is focused on connecting K-12 schools to the Internet, while at the same time, there is some debate on the benefits of using it in the classroom. Most teachers know the Internet is a source of information, but may not know how it works or how to use it. This ERIC Digest provides a framework to explain Internet concepts and terms. The digest describes the following four levels which make up the Internet model: (1) engineering level—the infrastructure that allows information to move from one computer to another; (2) application level—the software that allows users to gather and share information; (3) information service level—the combination of information with hardware and software that allows users to meet their information needs; and (4) use level—the level where users use the information they find on the Internet. New applications and new trends will make the Internet more real-time, more interactive, and more exciting. A constantly changing computer environment will present significant challenges to educators as they attempt to integrate revolutionary technology into an evolutionary teaching process. By understanding the basics of the Internet, educators will be better prepared to face the complexities that will surely follow. (Author/SWC)

ED 402 926 IR 056 221

Giesecke, Joan, Ed.

Practical Help for New Supervisors. Third Edition.

American Library Association, Chicago, Ill.

Report No.—ISBN-0-8389-3467-6

Pub Date—97

Note—117p.

Available from—ALA Editions, American Library Association, 155 North Wacker Dr., Chicago, IL 60606-1719 (ALA Order No. 3467-6-2068; ALA members: \$19.80; non-members: \$22).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Administrator Guides, Conflict Resolution, Cultural Differences, Decision Making, Diversity (Institutional), Interpersonal Communication, Interviews, Libraries, *Library Administration, *Library Personnel, *Supervision, Supervisor Qualifications, *Supervisory Methods, Time Management

Identifiers—Management Practices, *Management Skills, Performance Monitoring

New supervisors often come to management positions with experience and expertise in their specialty, but with little or no training in how to supervise. Aimed at the new library supervisor, this publication addresses basic supervisory skills and provides practical information needed by supervisors. As library organizations become more complex, supervisors must address issues of working in a diverse workplace serving a diverse clientele. In addition, as organizations learn to live with constant change, supervisors may spend more and more time resolving conflicts and helping staff learn to work in a more flexible environment. Past and present members of the American Library Association LAMA (Library Administration and Management Association) Personnel Administration Section, Supervisory Skills Committee provide advice for new supervisors. The chapters are: (1) "On Becoming a Supervisor" (Joan Giesecke); (2) "Interviewing" (Thyra K. Russell); (3) "Orienting the New Library Employee" (Katherine Branch); (4) "Appraising Performance" (Joan Giesecke); (5) "Rewarding Employees Nonmonetarily" (Irene M. Padilla and Thomas H. Patterson); (6) "Communication Skills" (Abby Kratz and Melinda Flannery); (7) "Conducting Effective Meetings" (Myrna J. McCallister and Thomas H. Patterson); (8) "Managing Work Time" (Mary Nofsinger); (9) "Managing Diversity" (Marylyn Okrent); and (10) "Conflict Resolution" (Karen

Jette). Suggested readings for each topic and a subject index for the entire publication are provided. (Author/SWC)

ED 402 927 IR 056 224
Norvell, Donna, Ed.

Knights Alive in '95. 1995 Summer Reading Program for Children.

Oklahoma State Dept. of Libraries, Oklahoma City.

Pub Date—95

Note—266p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC11 Plus Postage.

Descriptors—Budgets, Elementary Education, Learning Activities, *Library Extension, *Library Services, Planning, Program Design, *Public Libraries, Publicity, *Reading Programs, *Summer Programs, Young Children

Identifiers—Oklahoma

This manual presents a summer reading program for children. It was prepared to help Oklahoma public libraries plan activities that will enhance and enrich library services to all children. The ideas presented are designed to be flexible and can be expanded and adapted to suit library patrons' needs. The target audience for the Summer Reading Program is children ages 6 through 12. Programs provided are also adaptable for pre-schoolers and young adults. The manual is organized in six parts. Section 1 profiles the two artists who worked on the program. Section 2 focuses on planning, publicity and promotion. Highlights include: an introduction; promotional materials; basic guidelines; program decisions; planning checklist, budget, and supplies; budget planning; volunteers; "junk" that can be used in activities; goals and objectives; scheduling; program planner; the calendars; promotion in schools; public service announcements; press releases; sample news releases for the beginning and end of program; tips for parents; an suggestions for "Knights News" an accompanying newspaper activity. Various sample forms are included throughout the second section. Section 3 lists individuals or groups in Oklahoma who are available for programming. Each listing includes address and phone number, a description of the presentation, fee (if applicable), length, and references. Section 4 contains the activities, as well as display and promotion ideas and section 5 provides clip art. (Contains 28 references.) (AEF)

ED 402 928 IR 056 226
Simpson, Carol

The School Librarian's Role in the Electronic Age. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-96-10

Pub Date—Nov 96

Contract—RR93002009

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type—ERIC Publications (071)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Access to Information, Elementary Secondary Education, Futures (of Society), Information Literacy, Information Management, Information Seeking, *Information Technology, *Library Role, Library Services, Online Systems, *School Libraries, *Technological Advancement, User Needs (Information)

Identifiers—ERIC Digests

The dawn of the electronic age has altered the role of the school librarian: the position is less of a warehouse manager and more of a reference consultant, the emphasis is access to information rather than collection development, and the librarian is an information center manager, specialist, and teacher of information technology. School restructuring, more student-centered teaching methods, and the change from a passive learning environment into an active one require collaboration between librarians and classroom teachers to meet the information

needs of students. Librarians must become proficient in the use of the new technologies to promote them and instruct students and teachers in their use. As access to information overtakes ownership of information, librarians seek out and evaluate online and other electronic sources to meet the information needs of patrons. Librarians must teach students and teachers to be discriminating users of information, teach ethical use of the materials received, and form access policies and acceptable use agreements. The expanding functions of the library necessitate that the librarian become an information center manager, developing skills to manage the different groups of people who will work in the library. The librarian is the campus expert in information location and management and thus in the best position to be on the forefront of information technology and to train others in its use. The school librarian in the electronic age expands the services available from the library to include computer-based data and sophisticated information-seeking strategies. Working in concert with classroom teachers and curriculum experts, librarians form a comprehensive team designed to enhance student academic achievement and critical thinking skills necessary for success in lifelong endeavors. (Author/SWC)

ED 402 929 IR 056 228

The Commission on Preservation and Access, The Council on Library Resources: Annual Report, July 1, 1995-June 30, 1996.

Commission on Preservation and Access, Washington, DC; Council on Library Resources, Inc., Washington, D.C.

Pub Date—[96]

Note—65p.; For the 1995 annual report, see ED 389 325.

Available from—Commission on Preservation and Access, Council on Library Resources, 1400 16th Street N.W., Suite 715, Washington, DC 20036-2217 (free while supplies last).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Access to Information, *Annual Reports, Committees, Communication (Thought Transfer), Economic Factors, Electronic Libraries, Futures (of Society), Information Dissemination, Information Storage, *International Programs, Leadership, *Library Cooperation, Mergers, *Preservation, Records Management, Scientific Research

Identifiers—*Commission on Preservation and Access, *Council on Library Resources, Digital Technology, Financial Reports

The Commission on Preservation and Access was established to foster, develop, and support collaboration among libraries and organizations in order to ensure the preservation of published and documentary records and to provide enhanced access to scholarly information. The Council on Library Resources was established to look toward the future on behalf of libraries, address problems experienced by libraries, and identify innovative solutions, by promoting research, organizing conferences, issuing publications, and managing collaborative projects to bring about significant change. The two organizations merged in 1996 and together work to provide equitable and enduring access to information. The annual report describes the following: (1) the organization, support, and administrative merger of the Commission and the Council; (2) digital library projects; (3) the economics of information; (4) the development of leaders for the future; (5) preservation initiatives which involve new partnerships and cooperation from new specialties; (6) the international program to promote preservation awareness around the globe and establish collaborative projects to improve the accessibility of research materials to scholars everywhere; (7) communications and publications that inform, advocate, and facilitate action in support of the organizations' programs; and (8) collaborations of the College Libraries Committee and the Preservation Managers Council. An appendix provides a listing of publications and reports, grants and contracts, committees and task forces, boards and staff, and separate 1996 financial statements for

the two organizations, with comparative totals for 1995. (SWC)

ED 402 930 IR 056 230

Bolles, Charles

Idaho Public Library Statistics, FY 1995.

Idaho State Library, Boise.

Pub Date—[95]

Note—187p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Annual Reports, *Input Output Analysis, Library Administration, Library Collections, Library Expenditures, Library Funding, Library Personnel, *Library Research, Library Services, *Library Statistics, Operating Expenses, *Public Libraries, Statistical Analysis, Tables (Data), Use Studies, Users (Information)

Identifiers—*Idaho, *Performance Measures for Public Libraries

This document is a compilation of input and output measures and other statistics in reference to Idaho's public libraries, covering the period October 1, 1994 to September 30, 1995. This report includes data gathered by the State Library with the "Public and District Library Annual Statistical Report Form" which reflects all monies available to a library during the report year, regardless of the source of funds; all expenditures made by the library, regardless of the source of funds; populations served within legal service areas and also by contract; and collections, services, and staff provided during the report year. Performance measures based on actual data reported are calculated for each library. An individual library's statistics should be considered in the context of its roles, goals, and objectives. A total of 108 out of 117 library entities in Idaho at the end of fiscal year 1995 submitted data for publication. Data for all reporting libraries are listed alphabetically by county and then by library name under each of 12 categories: Population, Borrowers, Facilities, Staff, Directors, Weekly Hours, Operating Income, Operating Expenditures, Collection, Annual Hours and Use of the Library, Circulation, and Interlibrary Loans. Data are also arranged by size of population served, and tables of statistics on volunteer libraries, public libraries by name, and a 1991-95 statewide summary are included. Graphs with data for 1991-95 show total Idaho population versus unduplicated population served by tax supported libraries; operating expenditures per capita; total circulation; and total attendance in Idaho public libraries; and graphs show 1995 operating income and expenditures by source. (SWC)

ED 402 931 IR 056 231

Brown, Lyn S. Ryan, G. Jeremiah

The Relationship of Time to Effectiveness in Research Skills Instruction for Students at Philadelphia College of Bible.

Pub Date—Feb 95

Note—164p.; Ed.D. Practicum, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Libraries, Critical Thinking, Higher Education, Information Literacy, Information Needs, *Instructional Effectiveness, *Library Instruction, *Performance, Pretests Posttests, Problem Solving, Research Methodology, Research Papers (Students), *Research Skills, Student Research, *Time Factors (Learning), User Needs (Information), Writing Assignments, *Writing Skills

Identifiers—Bible Colleges, *Philadelphia College of Bible PA

One of the many requirements for students majoring in Bible in the undergraduate program at Philadelphia College of Bible (Pennsylvania) is writing papers. The papers are designed to develop research skills, sharpen writing skills, encourage critical thinking, and promote problem-solving skills. However, students are not adequately prepared to write their papers. The first year English Composition course attempts to develop research skills but spends only limited time on research strat-

egy. The director of the Learning Resource Center is given one hour to present a session on research strategies and give a brief library tour. This study compares the results of teaching three hours of research skills with the results of teaching one hour of research skills. Four sections of first year English Composition students were given a pre-test to gauge their research skills. Two sections received one hour of library instruction, and two sections received three hours of library instruction. A post-test was administered to all students. No significant difference was found in the post-test results between students who received one hour of library instruction and students who received three hours of instruction. Possible reasons for the findings are discussed. Appendices include the pre- and post-test, one and three hour curriculums, one and three hour worksheets, and test scores. (Contains 17 references.) (Author/SWC)

ED 402 932 IR 056 232

Brown, Lyn S. Ryan, G. Jeremiah

Development of an Information Literacy Program for the Degree Completion Program at Philadelphia College of Bible.

Pub Date—Sep 94

Note—126p.; Ed.D. Practicum, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Libraries, Access to Information, Critical Thinking, *Faculty Handbooks, Higher Education, *Information Literacy, Information Seeking, Librarian Teacher Cooperation, Library Guides, *Library Instruction, Orientation Materials, Research Methodology, Research Papers (Students), *Research Skills, Student Research, User Needs (Information), Writing Assignments, *Writing Skills

Identifiers—Bible Colleges, *Philadelphia College of Bible PA

One of the major requirements in the degree completion program at Philadelphia College of Bible (Pennsylvania) is the completion of a major research paper. The paper is designed to develop research skills, sharpen writing skills, encourage critical thinking, and promote problem-solving skills. Students were not adequately prepared by either the writing guide or the curriculum to write their major research paper. The writing guide was too long and complicated, and the curriculum modules were not designed to encourage research skills nor complement the writing assignment. This study describes the creation of an information literacy program for the degree completion program. The degree completion program provides an opportunity for full-time working individuals to graduate with a baccalaureate degree after 22 months of study. Three faculty and student guides were written or revised to provide direction for the information literacy program. The faculty guide was written to provide faculty with definitions, guidelines, and instructions for teaching the information literacy program. The student guide was revised to include a section on basic research skills and instruction on how to write the research paper required for graduation. The library research guide was revised to coordinate the instruction of the faculty guide with the research skills necessary for completion of the student project. Appendices include the student and faculty guides, and library research handbook. (Contains 17 references.) (Author/SWC)

ED 402 933 IR 056 233

Brown, Lyn Stephen

Development, Implementation, and Evaluation of an Information Literacy Program for the Undergraduate School at Philadelphia College of Bible.

Pub Date—May 96

Note—130p.; Ed.D. Applied Research Project, Nova Southeastern University.

Pub Type—Dissertations/Theses (040)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Libraries, Comparative Analysis, Critical Thinking, Evaluation Methods, Higher Education, *Information Literacy,

Librarian Teacher Cooperation, Library Guides, *Library Instruction, Peer Institutions, Problem Solving, *Program Development, *Program Evaluation, Program Implementation, Research Methodology, Research Papers (Students), *Research Skills, *Student Research, Teacher Role, Undergraduate Study, User Needs (Information), Writing Assignments, Writing Skills

Identifiers—Bible Colleges, Library Committees, *Philadelphia College of Bible PA

One of the requirements for students majoring in Bible in the undergraduate school of Philadelphia College of Bible (Pennsylvania) is writing research papers. The papers are designed to promote information literacy by developing research skills, sharpening writing skills, encouraging critical thinking, and promoting problem-solving skills. However, students are not adequately prepared to write their research papers—the first year English Composition course spends only limited time on research strategies and the utilization of specific tools in the library, and students lack critical thinking skills. This study details the creation of a curriculum-wide information literacy program. A literature review enabled the development of a library committee questionnaire, academic affairs committee proposal, revised student writing guide, information literacy program booklet, and faculty workshop presentation. The study investigated: (1) how other institutions of higher education are meeting students' information literacy needs; (2) how faculty members should be prepared to participate in the program; (3) how students will complete research papers while participating in the program; and (4) how the information literacy program should be implemented and evaluated. Appendices include the questionnaire, responses, proposal to the academic affairs committee, revised student writing guide, information literacy program booklet, faculty workshop outline, and information literacy evaluation packet. (Contains 100 references.) (SWC)

ED 402 934

IR 056 234

Brown, Lyn S., Ryan, G. Jeremiah

An Evaluation of the Library Committee at Philadelphia College of Bible.

Pub Date—Mar 95

Note—52p.; Ed.D. Practicum, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Libraries, Accreditation (Institutions), Higher Education, *Institutional Evaluation, Librarian Teacher Cooperation, Library Collection Development, Library Guides, *Library Policy, Library Surveys, *Objectives, *Role

Identifiers—Bible Colleges, *Library Committees, *Philadelphia College of Bible PA, Progress Monitoring, Teacher Surveys

To reaffirm its accreditation with the Accrediting Association for Bible Colleges, Philadelphia College of Bible (Pennsylvania) studied programs and recommended improvements throughout the college. This study evaluates the operations of the library committee to determine if it functions according to its job description in the college's management manual. A survey of college faculty was conducted to determine opinions about the functions and role of the library committee. The survey achieved a 55% return rate (n=28). Some library committee objectives were not being met. The library committee made recommendations regarding library policy for faculty and students, and worked with the faculty to build the library collection, but did not help the college meet its objectives as a Christian center for information in the community. Library committee objectives did not provide guidelines necessary for the most effective use of the library committee. A fully supported and functioning library committee will enhance communication between the faculty and library staff, improve the quality of purchases of new library materials, and promote greater use of the library by the student body. Recommendations include: revision of the purpose and function of the library com-

mittee, development of a library committee handbook and operations manual, and committee progress evaluations. Appendices include the survey and survey results. (Contains 10 references.) (SWC)

ED 402 935

IR 056 235

I.D. Weeks Library: Guide to Library Resources.

South Dakota Univ., Vermillion. I.D. Weeks Library.

Pub Date—95

Note—142p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Libraries, Assignments, College Students, Course Descriptions, Guidelines, Higher Education, Information Retrieval, *Information Sources, Library Catalogs, Library Collections, *Library Instruction, *Library Services, Worksheets

Identifiers—*University of South Dakota

This document is a guide to library resources in the I. D. Weeks Library at the University of South Dakota, Vermillion. The guide was designed to accompany an academic library instruction course, "Use of Library Resources, A & S 111." The purpose of the course is to familiarize students with the facilities of the I. D. Weeks Library; to acquaint students with the basic sources of information that a university student should be familiar with; and to provide practice in using these resources. The course outline and nine assignments are included at the end of the manual. Thirteen chapters comprise this guide: (1) introduction to the I. D. Weeks Library, including library and brief descriptions of the departments; (2) selected library departments and services; (3) miscellaneous services and resources; (4) classification of books; (5) guidelines for using the online catalog; (6) print periodicals titles; (7) electronic indexes; (8) government documents; (9) the map collection; (10) news indexes; (11) biographical information; and (12) essays in collections. The library floor plan is appended and nine assignment worksheets are included. (AEF)

ED 402 936

IR 056 236

Masters, Denise G.

Public Library Services for Home Schooling. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-96-11

Pub Date—Dec 96

Contract—RR93002009

Note—4p.

Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type—ERIC Publications (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, Educational Attitudes, Educational Needs, *Educational Resources, Educational Technology, Elementary Secondary Education, Futures (of Society), *Home Schooling, Instructional Materials, Library Automation, Library Materials, *Library Role, *Library Services, Nontraditional Education, Online Systems, Optical Data Disks, Parents as Teachers, Problems, *Public Libraries, User Needs (Information)

Identifiers—ERIC Digests

Public libraries have a responsibility toward all of their patrons, including home schoolers. "Home schooling" describes the situation where parents or guardians choose not to send their children to public or private schools, but instead educate their children themselves. Libraries are very important to home schoolers because, in most communities, public libraries are the only educational resources available to them. Public libraries can offer home schoolers services such as outreach, tours, programming, and collection development. Challenges associated with providing library services to home schoolers include: censorship (patrons' objec-

tions to material); subject wipe-out (when one family borrows all materials on a given subject); negative staff attitudes toward home schooling; time/energy demands; technology demands; and administrative limits. When enhanced with access to technology such as CD-ROMs or online resources, home schooling's emphasis on self-discipline and initiative can well prepare children for the workplace of the future, one of multi-abilities and multi-generations. Home schooled children may not have the same access to information as other children, but public libraries are in a position to help them. (Contains 14 references.) (SWC)

ED 402 937

IR 056 237

Annual Program: Library Services and Construction Act, 1996-1997.

South Carolina State Library, Columbia.

Pub Date—97

Note—88p.; For 1995-96 report, see ED 396 751.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Budgets, *Federal Aid, Library Administration, *Library Development, Library Facilities, *Library Funding, *Library Services, Public Libraries, User Needs (Information)

Identifiers—*Library Services and Construction Act, *South Carolina Library Network

This report provides information on South Carolina's Library Services and Construction Act (LSCA) projects for fiscal year 1996. It includes: copies of applications for federal assistance and grant award notifications; a list of LSCA staff and responsibilities; a fiscal breakdown for Titles I and III that itemizes spending on activities within each title; matching, maintenance of effort (MOE) and administration; and a list of the Title I, II, and III projects and respective budgets. The projects cover the following: general administration; library interpretation; strengthening support services; information access; field services; career education; information resources; and services to special populations, including children and young adults, the elderly, the disadvantaged, the illiterate, and the institutionalized; library automation and technology; the blind and physically handicapped; public library construction; South Carolina Library Network; planning for cooperative library networks; and preservation. For each project there is an outline with information on its funding, objectives, relationship to long-range program, activities to be used to meet objectives and needs, key libraries involved, and method of evaluation. (AEF)

ED 402 938

IR 056 238

The South Carolina Program for Library Development, 1996-1999 under the Library Services and Construction Act (P.L. 101-254, FY 1997).

South Carolina State Library, Columbia.

Pub Date—97

Note—75p.; For the 1995-98 report, see ED 396 750.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Federal Aid, Higher Education, Individual Needs, Leadership, *Library Development, *Library Funding, *Library Planning, Library Services, *Long Range Planning, Public Libraries, Shared Resources and Services, State Libraries, User Needs (Information)

Identifiers—*Library Services and Construction Act, South Carolina Library Network, *South Carolina State Library, Special Needs Groups

The South Carolina State Library's plan for use of Library Services and Construction Act (LSCA) Title I, II and III funds is presented. Highlights include a profile of the public, including special needs populations; profiles of the state's libraries and their needs; criteria, priorities, and procedures for library improvement under Title I (Library Services); Title II (Library Construction); and Title III (Interlibrary Cooperation); and long-range goals, objectives and implementation plans. The goals are: (1) to strengthen the State Library agency for the purpose of providing statewide library leadership and services; (2) to expand and improve public library services throughout the state, providing

access for every resident, so as to further the educational, vocational, economic, and cultural enrichment of all citizens; (3) to extend public library service to special constituencies, including the disadvantaged, children, the elderly, the illiterate, the unserved, and persons of limited English-speaking ability and (4) to encourage and develop resource sharing by all libraries through participation in the South Carolina Library Network and other cooperative activities. Nine tables are included. (AEF)

ED 402 939 IR 056 240
Alabama Public Library Service Annual Report, 1995.

Alabama Public Library Service, Montgomery.
Pub Date—95
Note—11p.: For the 1994 report, see ED 389 305; for the 1995 library directory and statistical report, see IR 056 241.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annual Reports, Computer Networks, Library Circulation, Library Facilities, *Library Funding, Library Services, *Library Statistics, *Public Libraries, State Libraries, Workshops

Identifiers—*Alabama Public Library Service
This annual report summarizes activities of the Alabama Public Library Service (APLS) for the fiscal year 1995. The APLS is charged with improving library services throughout the state to ensure that all citizens have access to quality library and information services. During fiscal year 1995, major building renovations were completed with the redesign and improved physical access to all public and staff areas. The first phase of a comprehensive electronic network was implemented, linking all technology-based services into one easily accessible system, and APLS provided the leadership for the first statewide conference on "Building the Alabama Information Highway." Circulation and reference statistics are provided for Library Operations and the Division for the Blind and Physically Handicapped (BPH). "Totally Terrific Time Treks," the 1995 summer program for elementary-aged children, attracted 45,900 children. Library development staff took part in the "Children's Book Review Program," which received books from 36 publishers; the "Great Panamanian Book Lift," in which the U.S. Army gave more than 40,000 books to Alabama libraries; continuing education workshops; and visits to public libraries. APLS funding was distributed as follows: \$4,641,682 in state aid to libraries; \$2,803,988 for agency operations; \$1,162,618 in federal grants; and \$684,450 for federal agency operations. State aid totals for 1995 are provided and listed alphabetically by library name. (SWC)

ED 402 940 IR 056 241
Alabama Public Library Service Library Directory and 1995 Statistical Report.

Alabama Public Library Service, Montgomery.
Pub Date—95
Note—173p.: For the 1994 directory, see ED 389 306; for the 1995 annual report, see IR 056 240.

Pub Type—Numerical/Quantitative Data (110) — Reference Materials - Directories/Catalogs (132) — Reports - General (140)

EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Annual Reports, Directories, *Income, Library Administration, Library Circulation, *Library Expenditures, Library Materials, Library Networks, *Library Services, *Library Statistics, *Public Libraries, Reference Services, State Libraries, State Programs, Tables (Data)

Identifiers—*Alabama
This report includes directories of public libraries, single-county public library systems, multi-county public library systems, and multi-type library systems in Alabama. Cross references are included to provide access to the libraries by library name and librarian. Statistics on individual libraries for fiscal year 1995 provide data on service outlets, staff, and hours; print and non-print resources; income; income percentages; salaries and materials expenditures; other expenditures; circulation; and

reference services and programs. Library rankings by staff, total volumes held, total circulation, total income, and expenditures (total, local per capita, and total per capita) are also included. (SWC)

ED 402 941 IR 056 242
Federal Public Library Programs in Alabama, 1995.

Alabama Public Library Service, Montgomery.
Pub Date—95
Note—16p.: For the 1994 program report, see ED 389 308.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Federal Aid, Grants, *Library Development, Library Funding, Library Services, *Public Libraries
Identifiers—*Alabama, Alabama Public Library Service, *Library Services and Construction Act

The Library Services and Construction Act (LSCA) assists the state of Alabama in the extension and improvement of public library services to areas and populations of the state which are without such services or to which such services are inadequate. Federal LSCA monies are spent on statewide projects at the Alabama Public Library Service. Projects include providing reference services, inter-library loans, audiovisual materials, continuing education programs, and consultant services to the public libraries. This report describes the use of LSCA funds for library programs and services in Alabama's seven congressional districts. A map shows all counties and congressional districts in the state of Alabama. For each district, a table of library names, project names, title number, and grant amount is provided. The district representative's name and a brief paragraph naming the counties in the district and describing the major 1995 grants are provided for each congressional district. Member lists for the 1996 LSCA Advisory Council, the Alabama Public Library Service Executive Board, and the Alabama Public Library Service are also provided. (SWC)

ED 402 942 IR 056 243
Library Automation Report, 1996. Multimedia Computers in U.S. Public Schools, 1995-96.

Quality Education Data, Inc., Denver, CO.
Report No.—ISBN-0-88747-793-3
Pub Date—Jul 96
Note—40p.

Available from—QED, 1700 Lincoln St., Suite 3600, Denver, CO 80203-4536; phone: 1-800-525-5811 (\$100).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

Document Not Available from EDRS.
Descriptors—Computer Networks, *Computer Software, *Computer Uses in Education, Elementary Secondary Education, Integrated Library Systems, Library Administration, *Library Administrators, *Library Automation, Library Development, Library Funding, Library Statistics, Library Surveys, Library Technical Processes, *Public Schools, *School Libraries, User Needs (Information)

Identifiers—Barriers to Implementation
District library media directors face dual demands including competition for limited educational dollars and the need to meet increasingly sophisticated student research requests. To solve these dilemmas, many districts are automating their schools' library media centers. Quality Education Data (QED) is an education research firm providing information about America's schools. In 1995, QED, together with Nichols Advanced Technologies, the provider of two library automation systems, surveyed 17,880 public school districts in the United States. Surveys were completed by 3,722 library services coordinators, achieving a response rate of 21%. Almost half of school library media centers are fully automated, including both circulation and cataloging. Major impediments to automation are cost, lack of equipment, and lack of time. Survey results also cover the following topics: (1) level of automation in libraries and media centers; (2) library media center software purchasing intentions; (3) importance of library media center

automation; (4) reasons for automation; (5) impediments to automation; (6) predominant computer brands in library media centers; (7) additional applications for library media center automation software; (8) market share by brand of automation software; (9) amount of software training and support; (10) key decision makers; and (11) sources of information for the automation decision-making process. An appendix contains the survey instrument. (Author/SWC)

ED 402 943 IR 056 244
Kyrillidou, Martha, Ed. Maxwell, Kimberly A., Ed. ARL Annual Salary Survey, 1996-97.

Association of Research Libraries, Washington, D.C.
Report No.—ISSN-0361-5669
Pub Date—96
Note—92p.: For the 1995 survey, see ED 390 450.

Available from—Association of Research Libraries, 21 Dupont Circle, Suite 800, Washington, DC 20036 (ARL members: \$35/year, plus \$6 shipping and handling; nonmembers: \$65/year, plus \$6 shipping and handling).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Libraries, Employment Experience, Foreign Countries, Geographic Regions, Higher Education, Law Libraries, *Librarians, Library Surveys, Medical Libraries, Minority Groups, *Professional Personnel, Research Libraries, *Salaries, Tables (Data)
Identifiers—*Association of Research Libraries, Canada, United States

Salary and related data are reported for 8,325 professional staff members in the 109 Association of Research Libraries (ARL) member university libraries, including law and medical libraries. Salary and related data for the 11 non-university ARL member libraries are reported for 3,799 professional staff members. Summarized in 42 tables, the data includes: distribution by salary level; salary trends in ARL nonuniversity libraries; filled positions; average, median, and beginning professional salaries; average years of professional experience; beginning professional salaries for fiscal years 1995-96 and 1996-97; median professional salaries for fiscal years 1995-96 and 1996-97; average professional salaries for fiscal years 1995-96 and 1996-97; average, median, and beginning professional salaries for fiscal years 1993-94 to 1996-97; salary trends in ARL university libraries; distribution of professional staff by salary, sex, and position; number, average salaries, and average years of experience of minority and non-minority librarians by position, sex, and years of experience; number and average salaries of librarians by years of experience, type of institution, size of professional staff, and geographic region; and university libraries by geographical region. Categories of salary information by library type include: ARL non-university libraries (2 tables); ARL university libraries (21 tables); Canadian ARL university libraries (4 tables); ARL university medical libraries (7 tables); and ARL university law libraries (7 tables). Copies of the university and non-university library questionnaires are provided. (SWC)

ED 402 944 IR 056 245
Ester, Michael

Digital Image Collections: Issues and Practice.
Commission on Preservation and Access, Washington, DC.

Report No.—ISBN-1-887334-53-X
Pub Date—Dec 96
Note—44p.

Available from—Commission on Preservation and Access, 1400 16th St., N.W., Suite 715, Washington, DC 20036-2217 (\$15).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Information, Archives, Electronic Publishing, Electronic Text, Futures (of Society), Information Storage, *Library

Collections, Microfilm, *Nonprint Media, *Preservation, Printed Materials, *Reprography
Identifiers—Color Rendition, Commission on Preservation and Access, *Digital Scanning, Digital Technology, Digitizing, *Visual Representation

The Commission on Preservation and Access has published a number of reports on the preservation and access implications of scanning text and microfilm. This report focuses on what sets the digitization of visual collections apart from other scanning projects. Projects to digitize visual collections present their own unique set of questions and concerns, as well as issues that overlap with digital capture of text. The report provides basic suggestions about planning digitization projects, practical guidelines for working with images, and some final thoughts about the future systems and infrastructure needed to provide collections of images over the long-term. To use digitization as a tool to provide worthwhile, enduring access to treasured cultural and historical resources, one must become informed, establish guidelines, and proceed in rational, measured steps to assure that such reformatting of visual matter is accomplished as well and as cost-effectively as possible. The paper includes the following sections: (1) Introduction (Digital Images as a Reproduction Medium and Of Letters, Lines and Images; Reproductions in Print Publications); (2) The Original Object and Its Reproduction; (3) A Framework for Assessing Image Quality; (4) Color Matching for Image Collections (Color Management, Transformation and Image Output and Controlling Images in Distribution Environments); (5) Documentation and the Integration of Image and Text (Production and Management Documentation); (6) Building Image Collections; and (7) Image Access and User Environments (Rights To Image Collections, Electronic Publications and Use of Visual Materials, and How Will Collections of Digital Images Be Created?). (Contains 45 references.) (SWC)

ED 402 945 IR 056 246

Sources of Braille Reading Materials. Reference Circular No. 96-02.

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

Pub Date—Sep 96

Note—38p.; For an earlier edition (1995), see ED 267 822.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Information, Assistive Devices (for Disabled), *Blindness, Books, *Braille, Information Sources, Large Type Materials, *Publications, Reading Material Selection, *Reading Materials, *Reference Materials, Sensory Aids, *Visual Impairments

This reference circular lists United States sources of braille books and magazines available for loan, purchase, rental, or free distribution. Each source entry contains the name, address, telephone and fax number, Internet address (if available), and a brief description of the source. The first two sections list general and religious sources of braille books and magazines, the third section lists sources for jumbo braille and print-braille, the fourth section lists major braille presses and transcription services, and the last section provides resources for further information. This circular was compiled from catalogs and other literature submitted by agencies and organizations in response to a survey conducted by the Reference Section. Many of the responses indicated that materials are available on cassette and in large print as well as braille, but this publication is limited to braille sources. (Author/SWC)

ED 402 946 IR 056 247

Florida Library Directory with Statistics, 1996. Florida Dept. of State, Tallahassee. Div. of Li-

brary and Information Services.

Pub Date—96

Note—186p.

Pub Type—Numerical/Quantitative Data (110) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Access to Information, Elementary Secondary Education, Higher Education, Library Administration, *Library Associations, Library Collections, *Library Cooperation, Library Funding, *Library Networks, Library Personnel, Library Schools, *Library Statistics, *Public Libraries, Users (Information)

Identifiers—*Florida

This publication is a directory of Florida libraries and related organizations, and contains statistical data for Florida public libraries for fiscal year 1994-95. The report lists members of the State Library Council, Florida State Advisory Council on Libraries, Florida Library Network Council, Staff Directory, State Library of Florida Statistics, and the Florida Library Information Network (FLIN), all of which comprise the Department of State, Division of Library and Information Services. The directory also lists library association, graduate library schools, and library networks and multi-type cooperatives; and public, academic, special, and institution libraries, and district media personnel. Summary statistics and detailed public library statistics are provided for fiscal year 1994-95. Public library statistics include data on the following: access to library service (number of outlets, square feet, and Sunday hours); library staff (full-time equivalents, salaries, and benefits); operating income (totals and percentage by source); operating expenditures (totals and percentage by category, per capita, and capital outlay); collections (total, per capita, serials, book and serial titles, volumes, government documents, microforms, audio recordings, and video recordings); library use (circulation, turnover rate, visits, reference transactions, programs, program attendance, registered borrowers, interlibrary loan, and mediated online searches); and public library cooperatives (selected fiscal and use data). An alphabetical index of personnel is also provided. (SWC)

ED 402 947 IR 056 248

Mattair, Valerie Lennox, Comp. Broderick, Bridgid, Comp.

Communication Station: Tune In at Your Library! 1997 Florida Library Youth Program. Florida Dept. of State, Tallahassee. Div. of Library and Information Services.

Pub Date—[96]

Note—270p.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Books, Childrens Literature, Elementary Education, *Library Services, Program Development, Public Libraries, *Reading Programs, *Recreational Programs, Recreational Reading, Summer Programs, Youth Programs

Identifiers—*Florida, Library Services and Construction Act

Funded by the Library Services and Construction Act, the 1997 Florida Library Youth Program is an extension of the successful and long-running Florida Summer Library Program to help librarians provide year-round programs for elementary school-aged children. The goal of the program is to introduce children to the library and its services, and to encourage them to read books. The manual is intended as a guide for program coordinators and librarians. This edition focuses on the many ways that people communicate, in the present, past, and future. The manual includes the following sections: (1) What Do You Say?; (2) Drop a Line; (3) Express Yourself; (4) Over the Wire; (5) Code Talk; (6) Mixed Messages; (7) What's in a Name?; (8) Messages from Beyond; (9) Animal Banter; and (10) Voices from the Past. Each section includes the following activities, with book and presentation ideas recommended for each: storytelling, presentations, "read-alouds," poetry, jokes, riddles, songs, book-talks, informational books, "read-alones," crafts, activities, displays, community resources, music,

recordings, films, videos, additional professional resources, and craft and game sheets. A bibliography which contains approximately 465 titles, arranged alphabetically by title, also serves as an index. A section on working within copyright law, and a sample permission letter and release form are also provided. (SWC)

ED 402 948 IR 056 249

McCook, Kathleen de la Pena And Others

Planning for a Diverse Workforce in Library and Information Science Professions. Revised Edition.

Pub Date—25 Mar 97

Note—51p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Graduates, Comparative Analysis, *Cultural Pluralism, Doctoral Degrees, Graduate Students, Higher Education, Information Science, *Librarians, *Library Education, Masters Degrees, *Minority Groups, Recruitment, Statistical Analysis, Tables (Data)

Identifiers—*Diversity Concept

In spite of a commitment to diversify and recruitment initiatives to attract people of color, the number of new librarians that enter the workforce each year do not reflect the diversity of the U.S. population. It is important that diversity initiatives now being planned have accurate baseline data on which to build strategies. This report examines statistical information reported to the Association for Library and Information Science Education (ALISE) to provide a commonly understood set of data, or baseline information for planning more focused minority recruitment. Data from the "Students" and "Faculty" sections of the ALISE annual statistics for American Library Association-accredited United States programs are used in this report. Ten tables present statistics. Table 1 shows that the 1994-95 total number and percent of minority entrants to the profession are up from ten years ago. Table 2 compares Library and Information Science graduation rates from 1984-85 to 1994-95 with the distribution of minority groups in the United States. Table 3 ranks schools reporting ALISE data for 1994-95 graduates to identify total minority graduation rates. Tables 4-7 provide data for the base year 1984-85, 1992-93, 1993-94, and 1994-95, respectively; schools reporting more than 5% for any minority group in each year are highlighted. Table 8 shows that the faculty continue to be overwhelmingly white. Table 9 provides data on doctorates awarded in 1995. The ethnicity of the United States population at large, new master's graduates, new Ph.D.s and the faculty overall are shown in Table 10. Comments from the 21 universities who responded to the 1996 minority recruitment survey are appended. (Contains 16 references.) (AEF)

ED 402 949 IR 056 250

Page, Jennifer Ed. Brennan, Patricia, Ed.

Renewing the ARL Agenda. Proceedings of the Annual Meeting of the Association of Research Libraries (125th, Washington, DC, October 19-21, 1994).

Association of Research Libraries, Washington, D.C.

Report No.—ISSN-0044-9652

Pub Date—96

Note—148p.; Meetings are numbered irregularly. For the proceedings of the 123rd meeting (1993), see ED 372 771.

Available from—Association of Research Libraries, 21 Dupont Circle, Washington, DC 20036 (ARL members: \$25; non-members: \$35).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Libraries, *Access to Information, Delivery Systems, Electronic Text, Evaluation Criteria, Federal Aid, Global Approach, Government Role, Higher Education, Leadership, Library Associations, *Library Cooperation, *Preservation, Program Evaluation,

Publishing Industry, Research Libraries, *Technological Advancement
 Identifiers—*Association of Research Libraries, *Performance Monitoring

The 125th meeting of the Association of Research Libraries (ARL) reviewed the mission statement, goals, and objectives of the Association. Major themes from the review process included the effect of technology on access and preservation; the critical need to develop measures of library effectiveness and performance; and the importance of strengthening external relations with others in the higher education arena. An opening reception and plenary session began the meeting (with speeches by Cornelius Pings, Charles Oppenheim, and John Black). The first session included the following papers: "Introduction" (Donald Koepf); two separate papers both entitled, "Cooperation Between Libraries and University Presses" (Lisa Freeman, Robert Grant, respectively); and "Research Libraries and Scholarly Publishers: Some Notes Toward More Effective and More Honest Relationships" (Marshall Keys). The second session explored performance measures in a networked environment: "Introduction" (Nancy Eaton); "What Does Progress Look Like? How Do We Know We're Making it?" (Douglas Bennett); and two separate papers both entitled, "Performance Measures as Incentives for Redesigning Access and Delivery Services" (William Crowe, Nancy Kaplan, respectively). The luncheon speakers addressed the meaning of leadership in the new workplace (Kent Hendrickson and Carole Leland). The third session reviewed the potential and limitations of electronic technology as a preservation strategy: "Introduction" (Betty Bengtson); "Electronic Technology as a Preservation Strategy" (John Van Bogart); and "Enduring Access: Issues and Strategies" (M. Stuart Lynn). The fourth session addressed the challenges inherent in managing the transition to international networked collections: "Introduction" (Dale Canelas) and two separate papers both entitled, "Improving Access to Global Information Resources" (Burkart Holzner, Donald Riggs, respectively). The fifth program session addressed new research directions and federal funding opportunities (James Neal, Thomas Kalil, Yi-Tzuu Chien, Laura Breeden, and Jane Bortnick-Griffith). Appendices include reports on the ARL business meeting, ARL activities from May 1994-October 1994, and an ARL attendance list. (SWC)

ED 402 950 IR 056 251

Berkowitz, Robert E.

Helping with Homework: A Parent's Guide to Information Problem-Solving. ERIC Digest.

ERIC Clearinghouse on Information and Technology, Syracuse, NY.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-96-09

Pub Date—Nov 96

Contract—RR93002009

Note—4p.

Available from—ERIC Clearinghouse on Information & Technology, Syracuse University, 4-194 Center for Science and Technology, Syracuse, NY 13244-4100 (free while supply lasts).

Pub Type—ERIC Publications (071)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Access to Information, Computer Uses in Education, Electronic Mail, Elementary Secondary Education, *Homework, Information Seeking, *Information Skills, Information Utilization, Internet, *Learning Strategies, Library Skills, *Parent Role, *Problem Solving, Research Skills, Student Role, Study Skills, *Thinking Skills, Users (Information)

Identifiers—ERIC Digests

Parents can play an important role in helping their children succeed in school. This ERIC Digest presents the Big Six Skills problem-solving method as an effective approach for parents. The Big Six Skills apply to any problem or activity that requires a solution or result based on information. The Big Six can help parents effectively deal with the abundance of information available from many sources to guide their children through school

assignments. The Big Six consists of: task definition, information seeking strategies, location and access, use of information, synthesis, and evaluation. In this approach, the parent assumes the role of a "coach" while the child assumes the role of a "thinker and doer." The parent guides the student through all steps it takes to complete the assignment, while the child thinks about what he or she needs to do at each step and then finds appropriate ways to do it. The Big Six approach recognizes the benefits of technology such as computers, e-mail, and the Internet for organizing information and for access to non-traditional sources of information. The Big Six approach can help parents effectively guide their children through assignments and at the same time help their children become independent learners and users of information. (Contains 10 references.) (Author/SWC)

ED 402 951 IR 056 252

Saunders, Laverne M., Ed.

The Evolving Virtual Library: Visions and Case Studies.

Report No.—ISBN-1-57387-013-7

Pub Date—96

Note—153p.

Available from—Information Today, Inc., 143 Old Marlton Pike, Medford, NJ 08055 (\$39.50, plus \$3.95 shipping & handling).

Pub Type—Books (010) — Collected Works - Proceedings (021) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Academic Libraries, Access to Information, Case Studies, *Computer Networks, Conference Papers, Electronic Journals, *Electronic Libraries, Electronic Mail, Electronic Text, Elementary Secondary Education, Futures (of Society), Higher Education, Humanities, Instructional Development, Internet, *Library Development, Pilot Projects, Public Libraries, Trend Analysis

Identifiers—Arizona State University, Carnegie Mellon University PA, Texas Education Network

This book addresses many of the practical issues involved in developing the virtual library. Seven presentations from the Eighth Annual Computers in Libraries Conference are included in this book in augmented form. The papers are supplemented by "The Evolving Virtual Library: An Overview" (Laverne M. Saunders and Maurice Mitchell), a review of some of the landmark pilot projects which have developed during the first half of the decade. The use of the term virtual library is traced and various applications in academic libraries are outlined. Discussion also includes the impact of the Internet on the K-12 realm, how instruction at all levels is changing, and the future of the virtual library information system. The papers are as follows: "Linking K-12 Educators in Texas: Texas Education Network" (Connie Stout); "A Paradox for the Public Library" (Bernard A. Margolis); "Project Mercury: The Virtual Library Infrastructure at Carnegie Mellon University" (Barbara G. Richards); "The Internet at Arizona State University: A Case Study in Networking" (George S. Machovec); "BUBL, the Bulletin Board for Libraries" (Dennis Nicholson); "Developing Access to Electronic Texts in the Humanities" (Susan Hockey); and "Current and Future Trends in Network-Based Electronic Journals and Publishing" (Michael Strangelove). (AEF)

ED 402 952 IR 056 253

Baldwin, David A.

The Academic Librarian's Human Resources Handbook. Employer Rights and Responsibilities.

Report No.—ISBN-1-56308-345-0

Pub Date—96

Note—167p.

Available from—Libraries Unlimited, Inc., P.O. Box 6633, Englewood, CO 80155-6633 (\$28.50; \$34 outside North America).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Academic Libraries, *Civil Liberties, Disabilities, Employee Responsibility, *Employer Employee Relationship, Employ-

ment Practices, Employment Problems, Higher Education, *Legal Responsibility, *Library Administration, *Library Personnel, Library Policy, Occupational Safety and Health, Recruitment, Social Discrimination, Wages, Workers Compensation

Identifiers—Library Operations

This handbook offers "how to" guidance on library management and provides a single source for laws, regulations, executive orders, guidelines, and court decisions on employee and employer rights and responsibilities. Detailed information is provided on: recruiting and selecting personnel; the employment relationship: wages and hours; employee benefits; health, safety, and privacy; discipline and discharge; and disability and workers compensation. It covers routine procedures and regulations, such as those for social security, as well as issues such as discrimination in the workplace. One chapter, "What To Do Before You Phone an Attorney," covers such concerns as violations of employee rights, reassignments, and personal problems. Potential management difficulties are also discussed and case problems with suggestions for resolution are presented. (AEF)

ED 402 953 IR 056 254

Targowski, Andrew S.

Global Information Infrastructure: The Birth, Vision, and Architecture.

Report No.—ISBN-1-878289-32-2

Pub Date—96

Note—383p.

Available from—Idea Group Publishing, 4811 Jonestown Road, Suite 230, Harrisburg, PA 17109-1751 (\$59.95, plus \$5.95 shipping and handling; PA residents add 6% sales tax).

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Case Studies, Computer Mediated Communication, Distance Education, Educational Technology, Electronic Classrooms, Elementary Secondary Education, *Futures (of Society), *Global Approach, Government Role, Higher Education, Information Dissemination, Information Sources, *Information Technology, *Internet, Libraries, Online Systems, Public Policy, Technological Advancement, *Telecommunications, Telecourses, Users (Information)

Identifiers—Electronic Funds Transfer, Electronic Universities, *Global Economy, *Information Infrastructure, Michigan (Kalamazoo), National Information Infrastructure, North America, Technology Integration, Telematics

A new world has arrived in which computer and communications technologies will transform the national and global economies into information-driven economies. This is triggering the Information Revolution, which will have political and societal impacts every bit as profound as those of the Industrial Revolution. The 21st century is viewed as one that will implement the mass-enlightenment, which will integrate the world commercially and culturally as a New Information Civilization. Aimed at professionals, scholars, and students, this book is divided into three sections: National Information Infrastructure, Enterprise Information Infrastructures, and Local Information Infrastructure. The book includes the following chapters and highlights: (1) Information Utility (Information Utility Technology, Standards and Protocols, Message Signaling and Organization, Telco Switching Networks, User Computer Networks, Transborder Data Flow, Global Telematic Policy, and Managing Global Information Technology); (2) Telematic Services (Electronic Transaction Processing Services, Electronic Commerce, Electronic Information Services, Electronic Communications Services, Networking Telecommunications Services, and Cable and Broadcast TV Information Services); (3) Electronic Money; (4) Electronic Knowledge (Innovations and Democracy, Role of Information Technology in Libraries, and Alternative Futures for Libraries); (5) Virtual Business; (6) On-Line Government (A Case of the City of Kalamazoo, Michigan); (7) Virtual Schools and Universities (Society-Economy-Education, Careers and

Work Trends, Education Technology Trends, Distance Learning, Electronic Schools, Electronic Universities, and Electronic Classrooms); and (8) TeleCity (the New Urban Landscape through Telework, a New Information Landscape of North America, a City as an Electronic Global Village, and the Electronic Town). (Contains references at the end of each chapter.) (Author/SWC)

ED 402 954 IR 056 255

Inner, Sheila S. Weihs, Jean

Standard Cataloging for School and Public Libraries. Second Edition.

Report No.—ISBN-1-56308-349-3

Pub Date—96

Note—278p.

Available from—Libraries Unlimited, Inc., P.O. Box 6633, Englewood, CO 80155-6633 (\$32.50; \$39 outside North America).

Pub Type—Books (010)—Guides—General (050)

Document Not Available from EDRS.

Descriptors—Authority Control (Information), Bibliographic Databases, Bibliographic Records, *Cataloging, *Classification, Decision Making, Elementary Secondary Education, Foreign Countries, Indexing, Library Administration, *Library Automation, Library Catalogs, Library Education, *Library Technical Processes, Online Catalogs, *Public Libraries, *School Libraries, Subject Index Terms

Identifiers—Anglo American Cataloging Rules, Canada, Dewey Decimal Classification, Library of Congress Classification, Library of Congress Subject Headings, MARC, Sears List of Subject Headings, Shelving Practices, United States

Introducing cataloging students, beginning catalogers, copy catalogers, and department administrators to the principles of cataloging, classification, and indexing, this revised text provides a simple, solid foundation for standard practices of cataloging and bibliographic control in the United States and Canada. The book reviews major considerations for making decisions about cataloging, classification, shelving, and public catalogs, and examines pertinent issues regarding bibliographic services, including computerized bibliographic systems (large networks and local systems). This edition incorporates recent cataloging rule changes, MARC format integration changes, and other newly approved material. A chapter on managing the catalog department has been added, and the bibliography, chapter reading lists, and glossary have been updated and expanded. The book includes the following sections: (1) Introduction; (2) Decisions; (3) The "Anglo-American Cataloging Rules"; (4) Description; (5) Access; (6) Subject Authorities; (7) "Sears List of Subject Headings"; (8) "Library of Congress Subject Headings"; (9) Classification Systems; (10) The Dewey Decimal Classification; (11) Library of Congress Classification; (12) Bibliographic Utilities: Large Computer-Based Networks; (13) Local Systems; (14) The MARC Formats; (15) Cataloging and Classification Policies; and (16) Managing the Cataloging Department. Appendices include a selected bibliography, glossary, additional cataloging examples, and answers to examples. Topical, name, and figure and example indices are also provided. (Author/SWC)

ED 402 955 IR 056 256

McClure, Charles R.

Libraries in the Global, National, and Local Networked Information Infrastructure.

Pub Date—19 Apr 96

Note—18p.; In: Saxon, Gerald D., Ed. "Marking a Milestone: The UTA Libraries' One Millionth Volume Celebration." Arlington, Texas: UTA Press, 1996.

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Access to Information, Computer Networks, Distance Education, Educational Cooperation, Electronic Libraries, *Futures (of Society), *Global Approach, Government Role, *Information Policy, *Information Technology, Internet, Librarian Attitudes, Library Administration, *Library Automation, Library

Cooperation, Library Funding, *Library Planning, Library Services, Online Systems, Technological Advancement, Telecommunications, Users (Information)

Identifiers—Access to Computers, *Information Infrastructure, National Information Infrastructure

This paper explores the challenges and opportunities facing libraries as they evolve into the electronic networked environment, and looks at options for libraries in the year 2000 and beyond. The internationally networked environment has fundamentally changed the way in which people acquire and use information resources and services. The paper investigates the need for new library missions; virtual libraries made possible by telecommunications technologies; the need for collaboration among schools, libraries and local government; opportunities for distance education; and equal access to information by all. Issues of ownership, obscenity, decency, and how local, state, and federal information policy will affect libraries all need to be addressed. Librarians have to determine the kinds of services libraries will provide—in a networked environment, doing the same things for the same people will not move libraries successfully into the year 2000. Libraries also need to assess what strategies will be necessary to obtain new resources to support library technology development, especially when faced with decreased federal funding. Librarians must keep open attitudes toward technology, as developing new skills, training, and staying current with changing technologies will be a priority. Many of libraries' traditional concerns, values, and goals—of equal access, literacy, and about people—will, and must, remain intact as libraries move toward the electronic networked environment. The key issue to address is the degree to which the library orchestrates and manages the use of information on the global information infrastructure as opposed to simply being one of the many providers. (SWC)

JC

ED 402 956 JC 960 452

Hall, Pam Clay, Rex

A Space Utilization Study at Gaston College: Methodology and Procedures.

Gaston Coll., Dallas, N. C.

Pub Date—Jan 97

Note—37p.

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Building Plans, College Planning, Community Colleges, *Educational Facilities Planning, *Enrollment Projections, *Facility Utilization Research, *Needs Assessment, *Population Growth, School Space, School Surveys, *Space Utilization, Two Year Colleges

Identifiers—*Gaston College NC

In fall 1995, North Carolina's Gaston College undertook a study of space utilization at the college's main campus. A local architectural firm was contracted to document the exact usage of space on campus, establish space requirements to meet present circumstances, and identify future needs. To determine current usage, plots of current and original space layouts were examined, with space being assigned to specific units. Three procedures were used to establish present space requirements. First, computer reports of class schedule were analyzed to determine the extent to which classrooms were utilized; second, questionnaires were distributed to all academic units regarding space utilization; and third, interviews were conducted with department heads regarding current space needs. To project future space needs, college enrollment projections were made by benchmarking the age distributions of current students to projections of the age of the service county population. This analysis indicated that age groups most likely to attend college will decline in population, while those least likely to attend will increase. Utilizing the enrollment

projections, current square footage space needs were multiplied by a 5- and 10-year growth factor to determine the required increase or reduction of square footage in the future. Finally, adjustments were made to the projections based on more subjective factors, such as local program conditions and social, economic, and political trends. Data tables are included. The survey instrument is appended. (HAA)

ED 402 957 JC 960 479

King, Maxwell C.

Distance Learning and Technology Plan.

Brevard Community Coll., Cocoa, Fla.

Pub Date—4 Oct 95

Note—29p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*College Planning, Community Colleges, Computer Uses in Education, *Distance Education, Educational Change, Educational Strategies, *Educational Technology, *Organizational Objectives, Program Development, Technological Advancement, Trend Analysis, Two Year Colleges

Brevard Community College (BCC), in Florida, undertook a review of enrollment, social and workplace trends, and institutional capabilities to determine opportunities, barriers, and implications for the institution in implementing distance education (DE) and instructional technology. Trends analyzed included enrollment shifts toward older students, economic needs for increased workforce retraining, and technological innovations in the workplace. To help determine opportunities for DE created by these trends, two national studies of college practices were reviewed, finding an increasing number of connections to the Internet, widespread offering of DE courses, and predicted increases in courses using electronic materials and distance technologies. Barriers identified included resistance to change among the culture that defines education as a classroom process rather than a learning-centered process and the need to increase the emphasis on customer service and value-added benefits. Based on these analyses, BCC developed recommended strategies and goals for implementing DE and technological innovation and developed a Distance Learning and Technology Plan. The Plan addresses institutional strategies related to technological innovations, including television systems, satellite service, computer-assisted instruction, and the Internet; curricular strategies; and learner support strategies. The Plan also addresses inter-institutional strategies for the 54 Florida community college campuses related to telecommunications infrastructure, hardware and facilities, and technology-based and DE courseware development, as well as strategies for forming DE partnerships. Diagrams of three computer system configurations are appended. (BCY)

ED 402 958 JC 960 635

Throne, David W.

Integrating Ethics through Case Studies: Enhancing Learners' Ethical Thinking in Composition Classes.

Pub Date—25 May 94

Note—369p.; Materials used in a presentation at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (16th, Austin, TX, May 22-25, 1994); appendices F and G contain handwritten materials which may not reproduce well.

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price—MF01/PC15 Plus Postage.

Descriptors—*Case Studies, Community Colleges, Controversial Issues (Course Content), *Critical Thinking, Curriculum Development, English Curriculum, *English Instruction, *Ethical Instruction, *Ethics, Learning Motivation, *Outcomes of Education, Pretests Post-

tests, Program Effectiveness, Two Year Colleges, Writing Assignments

As part of a federal grant to develop an across-the-curriculum ethics program, ethics instruction was integrated into English classes at Colorado's Community College of Aurora (CCA). In the English classes, students were first asked to read case studies from CCA's ethics handbook detailing specific ethical problems. In subsequent classes, students were divided into groups to discuss one of the case studies and then individually wrote responses to the ethical dilemma. Pre- and post-ethics surveys were distributed to 48 students in 4 English classes to determine their characteristics and whether the goals concerning ethics and critical behavior were achieved. An analysis of responses indicated the following: (1) 56% of the respondents were female, 81% earned less than \$20,000 a year, and 67% were Caucasian; (2) while a slight change was found regarding students' understanding of the term ethics on between pre- and post-tests, 84% indicated that their interest in writing had increased because of the ethics exercises; and (3) 88% felt that their tolerance when hearing different and opposing views had increased. Appendixes comprising the bulk of the document provide the 5 case studies from the CCA handbook; the written assignment for responding to the case studies; the pre- and post-test instruments; graphs of responses; students' analyses of the case studies; and all 48 completed surveys, with students' comments to fill-in-the-blank and open-ended questions. (TGI)

ED 402 959 JC 960 654

Maxwell, Clark, Jr. Belohlavek, John

"Who's in Charge?" The System of Governance for Florida's Twenty-Eight Community Colleges.

Pub Date—Sep 96

Note—11p. Papers from a joint presentation at the Florida State Board of Community Colleges' Annual Trustee Workshop (Orlando, FL, September 9-10, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Policy, Advisory Committees, Board Administrator Relationship, *Board of Education Policy, *Board of Education Role, *Community Colleges, *Governance, *Governing Boards, Institutional Mission, School District Autonomy, *State Boards of Education, Two Year Colleges

Identifiers—*Florida

The primary mission of Florida's community colleges is to respond to community needs for postsecondary academic and degree career education. Local community college boards of trustees are charged with setting policies to accomplish this mission. It is important that local boards of trustees, rather than outside state agencies, maintain control of colleges, as local boards are most aware of specific community needs. The success of the Florida Community College System is due to this local control that enables trustees to respond quickly and efficiently to these needs. The State Board of Community Colleges was established only to coordinate and oversee the locally controlled colleges, serving as the director of the Division of Community Colleges within the Florida Department of Education. The State Board's responsibilities include developing statewide policy, approving legislative budget requests, and reviewing and evaluating programs. The cooperation between the State Board and individual colleges is another key reason for success; the State Board receives its input from the Council of Presidents, composed of the presidents of each community college. This Council is also legally established as a task force of the Board. Because of these successes, the Florida Community College System is considered a national leader. (AJL)

ED 402 960 JC 960 681

Stewart, Donna L.

Community College Student Experiences Report: Perspectives of the 1995 Graduating Class, Blue Ridge Community College.

Blue Ridge Community Coll., Weyers Cave, VA.

Office of Institutional Research.

Pub Date—Aug 95

Note—33p.; This is a downloaded version of this report and not an original printed copy.

Available from—World Wide Web: <http://www.brcc.va.us/vcca/br-exp.html>

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Outcomes Assessment, Community Colleges, Graduate Surveys, *Participant Satisfaction, *Student Attitudes, *Student Characteristics, Student Educational Objectives, Student Participation, *Two Year College Students, Two Year Colleges

Identifiers—*Blue Ridge Community College

VA, Community College Student Experiences Quest

For the past 6 years, Virginia's Blue Ridge Community College (BRCC) has distributed the Community College Student Experiences Questionnaire (CCSEQ) to graduating students to determine their perceptions of the college environment and their experiences. For the graduating class of 1995, 255 questionnaires were distributed, resulting in usable response from 44% (n=114) of the graduates. An analysis of responses revealed the following: (1) 37% of respondents were between 28 and 39 years old, 80% were female, 99% were White, and 3% did not claim English as their native language; (2) 45% cited obtaining skills for a new job as the most important reason for attending, down by five percentage points since 1990; (3) 50% indicated that they had taken more than one science class, up from 44% in 1994; (4) respondents indicated a decrease from previous years in the frequency of interaction with instructors, with interactions described as occasional; (5) the areas in which respondents felt that they made the most gains included acquiring skills for a specific job, developing the ability to learn independently, and understanding their own abilities and interests; and (6) student satisfaction with courses and the college has been declining since 1990, with 17% in 1990 and only 11% in 1995 indicating that the college was stimulating and exciting all of the time. (AJL)

ED 402 961 JC 970 022

Sydow, Debbie L. Sandel, Robert H.

Making Student Retention an Institutional Priority.

Pub Date—96

Note—17p.; Paper presented at the National Institute for Staff and Organizational Development Conference on Teaching and Leadership Excellence (Austin, TX, May 26-29, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Attendance, College Planning, Community Colleges, Dropout Research, *Educational Strategies, *Enrollment Influences, *School Holding Power, Student Attitudes, *Student Attrition, *Student Characteristics, Teacher Attitudes, Two Year Colleges, *Withdrawal (Education)

Identifiers—Mountain Empire Community College VA

In fall 1995, Virginia's Mountain Empire Community College conducted a study to determine the reasons behind an unusually high rate of student attrition. Withdrawal forms were reviewed for all students who withdrew from all classes before the end of the semester and telephone surveys were conducted with a representative sample of the students. In addition, surveys were distributed to all faculty to determine their perceptions of the reasons for withdrawal and methods to reduce attrition. Study results included the following: (1) more females than males withdrew and students between the ages of 20 and 25 were 1.77 times more likely to withdraw than students 19 or younger; (2) on withdrawal forms, 33% of students cited work conflicts, while 32% cited personal or family illness as the reason for withdrawal; (3) few students cited the cost of tuition or books as relevant to their decision to withdraw; and (4) the two categories of causes cited by faculty were obstacles created by personal circumstances or traits, such as poor health or low

self-esteem, and academic specific obstacles, such as poor preparation or study habits. Recommendations based on the findings included studying and intervening in the education of students who made no progress during their first semester, allowing departments to set their own retention goals, developing a college-wide attendance policy, and providing retention training to faculty. The survey instruments are appended. (HAA)

ED 402 962 JC 970 030

Cypress College Campus Computer Technology Plan.

Cypress Coll., Calif.

Pub Date—96

Note—30p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Planning, Community Colleges, *Computer Networks, *Educational Finance, *Educational Technology, *Needs Assessment, Organizational Development, Purchasing, Systems Development, *Technological Advancement, Two Year Colleges

Identifiers—*Cypress College CA, Technology Plans

Focusing on strategies for including technology in instruction, college services, and campus management, this Plan reviews goals for technology development at California's Cypress College (CC) from 1996 to 2000. Following a list of Campus Computer Technology Committee (CCTC) members, part 1 discusses technology development at CC, reviewing long- and short-term needs and the role of the CCTC. Part 2 focuses on ensuring access to technology, highlighting needs to standardize hardware, software, and networks; develop a technology staff and provide adequate technical support; develop facilities to allow access to the Internet; and design a World-Wide Web page for the college. Part 3 discusses support services for technology at CC, considering issues related to faculty training to integrate computers into the classroom, the duties of a technical support unit, and staff training to use new equipment. Part 4 describes the development of the campus networking system to accommodate new technology, describing the existing infrastructure and needs for direct Internet and microwave links. Part 5 reviews college needs to become compatible with emerging technologies, while part 6 discusses strategies for paying for new technology, such as pooling resources or forming partnerships with business, industry, and government agencies. Finally, part 7 provides time lines for the specific goals of developing a networking system, developing a process for equipment replacement and acquisition, building a technology staff, and providing support services. Lists of computer stations and available computers at CC are appended. (HAA)

ED 402 963 JC 970 031

K-12 Students Concurrently Enrolled at College of the Canyons, Spring 1992-Fall 1995.

College of the Canyons, Valencia, CA. Office of Institutional Development.

Pub Date—8 May 96

Note—9p.; Materials used in a press conference, May 8, 1996.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Departments, Elementary School Students, Elementary Secondary Education, *Enrollment, Ethnic Groups, *Grades (Scholastic), *School Demography, Secondary School Students, *Student Characteristics, Two Year Colleges

Identifiers—*College of the Canyons CA, *Concurrent Enrollment

A study was undertaken at California's College of the Canyons (CC) to determine the characteristics of K-12 students concurrently enrolled at the college during spring 1992 and fall 1995. An analysis of enrollment records indicated the following: (1) a total of 1,296 K-12 students enrolled at the college during the period; (2) 59.2% of these students were female, 67.8% were White, 17% were Asian/Pacific Islander/Filipino, 11.7% were Latin/Hispanic, and

1.2% were Black/African American; (3) 49.8% were between the ages of 16 and 17, while 14% were between 12 and 13, the next largest group; (4) throughout the period, these students enrolled in 1,621 courses, including a high of 287 in spring 1992-93 and a low of 115 in fall 1992-93; (5) 73.4% of the 1,621 grades awarded in concurrently enrolled classes were passing, including 646 A's, 227 B's, 183 C's, and 133 credit; (6) only 9 concurrent classes during the period were recorded as incompletes; and (7) the Student Services division accounted for 115 of the students, Applied Arts and Technologies for 119, Mathematics and Sciences for 204, Social and Behavioral Sciences for 340, and Fine Arts and Humanities for 819. (AJL)

ED 402 964 JC 970 032

Faculty Survey for Accreditation—Update.
College of the Canyons, Valencia, CA. Office of Institutional Development.

Pub Date—10 Jul 96

Note—15p.; For a related accreditation survey of students, see JC 970 033.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Accreditation (Institutions), Community Colleges, *Full Time Faculty, *Learning Resources Centers, *Part Time Faculty, Participant Satisfaction, *Self Evaluation (Groups), *Teacher Attitudes, Teacher Characteristics, Two Year Colleges

Identifiers—College of the Canyons CA

In spring 1996, California's College of the Canyons distributed surveys to all 245 full- and part-time faculty members on campus that semester to gather data on their satisfaction with college processes and services. Usable surveys were returned by 49.4% (n=121) of the faculty. An analysis of responses revealed the following: (1) 96.6% of respondents agreed that students in their courses were evaluated in terms of defined and published course requirements, while only 9% disagreed; (2) 33% agreed that their department had a systematic procedure in place for articulating programs with the local high school district; (3) 62.4% agreed that the program review process enabled their department to examine its quality and effectiveness, while 10.3% were neutral, and 9% disagreed; (4) 70.9% agreed that the college offered a good variety of courses in their academic discipline, while 22.2% disagreed; (5) 55.6% agreed that the general education program of the college provided opportunities for all students to develop an appreciation of cultural diversity, while 12% were neutral and 11.1% disagreed; (6) 63.9% agreed that the governing board and administration protected and supported academic freedom, while 6.7% disagreed; and (7) the most highly used and highly rated services of the Instructional Resource Center were reprographic reproduction and audio-visual equipment. The survey instrument and faculty comments are included. (HAA)

ED 402 965 JC 970 033

Student Survey for Accreditation.

College of the Canyons, Valencia, CA. Office of Institutional Development.

Pub Date—14 May 96

Note—10p.; For a related accreditation survey of faculty, see JC 970 032.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Accreditation (Institutions), *Ancillary School Services, Community Colleges, *Participant Satisfaction, Self Evaluation (Groups), *Student Attitudes, Student Surveys, *Two Year College Students, Two Year Colleges

Identifiers—College of the Canyons CA

In spring 1996, California's College of the Canyons conducted a survey of currently enrolled students to determine their satisfaction with college services. A total of 608 surveys were distributed to 23 faculty members, requesting that they administer the survey during regular class time, with 22 faculty actually administering the questionnaire. Study findings, based on responses from 336 students, included the following: (1) 57.3% of the sample were between the ages of 18 and 24, compared to

52.6% of all students, and 61.3% were female, compared to 57.3% of all students; (2) 83.6% of respondents agreed that the quality of instruction was excellent; (3) 63.9% thought that there was a good variety of courses in their major, while 82.7% thought that there was a good variety of general education courses; (4) 82.4% agreed that faculty's syllabi delineated the subject matter to be covered in courses; (5) over half of the respondents indicated that they had never heard of the college's Cooperative Work Experience Education program and School-to-Career Internship/Job Shadowing program; (6) respondents indicated that they were most likely to enroll in classes that meet in the morning, on weekdays, and last 18 weeks. The student survey and cover memos are included. (AJL)

ED 402 966 JC 970 034

Core Alcohol and Drug Survey, One-Page Reports.

College of the Canyons, Valencia, CA. Office of Institutional Development.

Pub Date—Oct 96

Note—6p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Alcohol Abuse, Community Colleges, Comparative Analysis, *Drinking, *Drug Use, Narcotics, *Student Behavior, Student Surveys, *Two Year College Students, Two Year Colleges

Identifiers—College of the Canyons CA

Based on data from surveys of students enrolled in spring 1993 and spring 1996, the four briefs provided in this report describe alcohol and drug use among students at California's College of the Canyons. The first brief addresses the frequency of alcohol use by students, indicating that 15% of the 1996 students reported drinking three or more times per week, compared to 9% of the 1993 students, and that nearly 80% of the 1996 students reported using alcohol in the past year. The second brief focuses on the number of binge drinking episodes in the 2 weeks before the survey was administered, revealing that 29% of the 1996 students reported having binged, up from 25% in spring 1993. The third brief presents data on the prevalence of drug use by students in the previous year, indicating that 33.7% of the 1996 reported using marijuana, up 7.8% from 1993, and that 6.5% of the 1996 students reported using cocaine, another 6.5% designer drugs, 10.9% amphetamines, and 9.7% hallucinogens. The final brief presents data on the number of 1996 students reporting consequences resulting from drug or alcohol use, finding that 55.1% reported having a hangover, 2.3% were arrested for drunk driving, and 33.3% reported driving while under the influence. (AJL)

ED 402 967 JC 970 036

Thot, Iris Dolores

Community College Students and Foreign Languages: Making the Match.

Pub Date—[96]

Note—40p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Correlation, *Educational Needs, Enrollment Influences, Role of Education, *Second Language Learning, Second Languages, *Student Attitudes, *Student Motivation, *Two Year College Students, Two Year Colleges

A study was conducted to determine the primary reasons that community college students enrolled in foreign language classes. Surveys were distributed to 61 students in 6 German and Spanish language classes at California's Chaffey Community College, requesting information on their motivation for enrolling in the class, level of satisfaction, and general attitudes regarding needs for foreign language instruction in the United States. Study findings, based on responses from all 61 students, included the following: (1) 31.1% of the students indicated that they were taking a foreign language because it was their major, while 54.1% said that they were taking it for pleasure; (2) 26.2% indicated that they were taking the language class to be more attractive

on the job market, while another 14.8% cited job advancement; (3) 95.1% indicated that they enjoyed their class; (4) 65.6% rated their teachers as excellent, 21.3% as very good, 6.6% as good, and 1.6% as fair; and (5) 52.5% strongly agreed that every U.S. child should study a foreign language, while 23% strongly agreed with the statement that if more people learned a foreign language there would be less war. Finally, significant correlations were found between students who indicated that they were taking a foreign language to make more money and for pleasure, between those studying a language for prestige and for job advancement, and between those taking the language for money and for job advancement. Contains 18 references. The survey instrument is appended. (HAA)

ED 402 968 JC 970 037

Educational Specifications for the Flagstaff Campus.

Coconino Community Coll., Flagstaff, AZ.

Pub Date—Oct 96

Note—38p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Accessibility (for Disabled), *Campus Planning, Community Colleges, Construction Needs, *Design Requirements, *Educational Facilities Design, *Educational Technology, *Facility Guidelines, Facility Requirements, *School Construction, Two Year Colleges

Identifiers—*Coconino Community College AZ

Presenting specifications for the design and construction of a new campus for Arizona's Coconino Community College (CCC), this report reviews requirements related to the layout of the physical plant, the quality of building materials, and the incorporation of educational technology. The first section describes the mission of the new Flagstaff campus, indicating that it will house the district offices, administrative and executive functions, and the distance delivery systems supporting services to remote centers, and provides maps of the construction site and a glossary of terms. The second section provides specifications for the design of the physical plant, including entrances and exits, parking areas, electrical and plumbing systems, rest rooms, and the integration of technology into facilities. The next section describes needs for an administrative office and work stations to be located at the campus entrance, while the fourth section focuses on requirements for administrative support facilities, including executive offices, reception areas, secured and non-secured work areas, and storage facilities. The following section provides specifications for instructional facilities, including division chair offices, conference rooms, 14 traditional classrooms, 4 multi-media classrooms, and 15 laboratories. The final sections describe requirements for learning enhancement and disability resource services, including five conference rooms and 2 computer labs, and student services, including areas for registration and admissions, financial aid, and student employment services. (AJL)

ED 402 969 JC 970 038

Clayton, Graham

Developing International Competitiveness on a Broad Front: Country Needs and a College Response.

Confederation Coll. of Applied Arts and Technology, Thunder Bay (Ontario). Centre of Entrepreneurship for the Northwest.

Pub Date—Dec 96

Note—29p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Business Education, *College Role, Community Colleges, *Economic Development, Economic Impact, *Economic Opportunities, Exports, Foreign Countries, *Global Approach, Global Education, *International Trade, School Business Relationship, Two Year Colleges

Identifiers—Canada, *Confederation College of Applied Arts and Techn ON

This two-part report explains the economic importance of international trade to the Canadian

economy and reviews responses taken by Ontario's Confederation College to the threats and opportunities posed by economic globalization. The first part traces Canada's economic evolution over the past 50 years; summarizes post-World War II global economic growth; discusses the challenges and opportunities presented by Canada's role in the new global economy; explains Canada's need to focus on trade; and identifies how community colleges can assist at the local, regional, and national level to respond to the global economic challenge. The second part of the report presents information on Confederation College (northwestern Ontario) and its service area and explains how the college globalized its curriculum in response to economic changes, such as a 1990 recession, and growing government support for export. This section also details the following elements of the college's response to the new global economy: (1) the creation of awareness and understanding of export-import, international issues, and global economic developments; (2) the development of related education and training programs; (3) the establishment of a library of resources; (4) the development of international linkages; (5) international projects; (6) international business development; and (7) support of international initiatives of other economic stakeholders, such as local mayors or national business associations. Finally, a summary of benefits from the college's international activities is provided. (TGI)

ED 402 970 JC 970 039

Johnson, Mark Brenton, Angela

Assessing Regional and Community Needs through the Use of Focus Groups.

Pub Date—Jul 96

Note—21p.; Paper presented at the Annual Meeting of the Society for College and University Planning (Washington, DC, July 15, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Planning, *Community Attitudes, Community Involvement, Computer Centers, Computer Mediated Communication, Cooperative Planning, *Focus Groups, Higher Education, *School Community Relationship, *Strategic Planning, Two Year Colleges

Identifiers—*Pulaski Technical College AR, *University of Arkansas Little Rock

The University of Arkansas at Little Rock (UALR) and Little Rock's Pulaski Technical College (PTC) have both used the focus group process with key constituents to understand institutional needs and priorities and public expectations of their institutions. The model followed by both institutions consists of the following three phases: forming the group, considering the composition, locations, and scheduling; conducting the group, including issues related to defining the purpose, controlling discussion, and recording results; and using the results. When holding their focus groups, both colleges used a computerized decision support center located at UALR, providing individual computer terminals for all participants and allowing for both verbal interaction and simultaneous and anonymous responses to questions via the computers. The focus group participants at PTC represented employer groups reflecting the major areas of the college's occupational curriculum, while participants at UALR consisted of business leaders, educators, and parents. Benefits gained by PTC from the process included information that will help the college define strategic directions, the ability of the college president and staff to receive direct feedback, and improved public relations. For UALR, the process revealed that constituents knew less about college programs than had been assumed, shed light on constituents' expectations, and increased their sense of identification with the college. (TGI)

ED 402 971 JC 970 040

Higher Education Funding Recommendations, 1997-98.

RIE MAY 1997

New Mexico Commission on Higher Education. Pub Date—Nov 96

Note—61p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Budgets, Community Colleges, Compensation (Remuneration), *Educational Finance, Equipment Maintenance, Higher Education, Program Development, *State Aid, Statewide Planning, Two Year Colleges, Universities

Identifiers—*Funding Formulas, *New Mexico

This report summarizes recommendations by New Mexico's Commission on Higher Education for funding the state's two- and four-year colleges in fiscal year 1997-98. Following a preface reviewing the 3-year policy framework and priorities used by the Commission in making its funding recommendations, the first section provides a summary of the Commission's recommendations in priority order; a table of recommended general fund increases for 1997-98, indicating a total appropriation of \$518,870,000; a schedule of general fund recommendations by institution; and a table of adjustment factors. The next section provides tables for the state's four- and two-year colleges showing instruction and general formula calculations for revenue credits (i.e., tuition, fees, and transfers) and expenditure levels (i.e., instruction, academic support, student services, institutional support, physical plant, and utility funding), comparing 1996-97 and 1997-98 levels. This section also includes tables of funding formulas, including a proposed formula for two-year student services and the Commission's equipment replacement and building renewal formulas. The next section presents recommendations for non-formula programs, providing data by institution on 1995-96 and 1996-97 general fund appropriations; increases for salaries, benefits, other costs, and utilities; and total 1997-98 recommended funding. Finally, recommendations for unrestricted funds are presented for the University of New Mexico Medical School, New Mexico Military Institute, New Mexico School for the Deaf, and the New Mexico School for the Visually Handicapped. (HAA)

ED 402 972 JC 970 042

Henderson, James And Others

Bits, Bytes, and Bricks: The Impact of Technology on Classroom Architecture.

Pub Date—Nov 96

Note—14p.; Paper presented at the League for Innovation in the Community College's Conference on Information Technology (Phoenix, AZ, November 13-16, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, *Computer Assisted Instruction, Computer Centers, Distance Education, *Educational Facilities Design, *Faculty Development, Inservice Teacher Education, *Instructional Improvement, Multimedia Instruction, *Technological Advancement, Two Year Colleges

Identifiers—San Juan College NM

In October 1992, California's San Juan College was awarded a Title III grant to implement three technology-based initiatives. The first two activities involved the use of a computer lab to increase the basic skills of at-risk students and the use of a multimedia, interactive computer lab to support the foreign language curriculum. The third activity is an ongoing staff development program utilizing multimedia equipment to help faculty integrate new technology into the classroom. The full-time, full-service, development program is operated by the college's Instructional Computing Resource Center (ICRC), and stipends and release time are provided for summer and academic year courses. The courses focus on teaching faculty to create and present multimedia programs and to control interactive tutorial instruction. The program has had considerable impact on curricula and instruction at the college, with the new technology improving access, the effectiveness of instruction, and the ability to address different student learning styles. Moreover, the primary teaching methodology has shifted from

the traditional lecture method to more dynamic, interactive processes. To help faculty put the training into practice, the college developed mobile multimedia computer and presentation systems and contracted with a local architectural firm to construct a new building. The building will house 10 classrooms, four of which will be multimedia enhanced, and a computer commons area for students. Floor plans of the new building are attached. (HAA)

ED 402 973 JC 970 043

Raby, Rosalind Latimer

Community College Models: Myths and Realities of Access and Equality.

Pub Date—6 Mar 95

Note—23p.; Paper presented at "The University and the Community College," a conference sponsored by the University of South Africa (Pretoria, South Africa, March 6, 1995).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *College Role, *Community Colleges, Democracy, Foreign Countries, *Institutional Mission, *International Programs, Models, Organizational Development, Role of Education, Two Year Colleges

Identifiers—California, South Africa

The community college model was developed in response to the inability of universities to meet economic needs and the demand for higher education. Configurations of this model include multipurpose institutions, combining academic, pre-university, technical, remedial, and continuing education; specialized orientations, offering 2 to 3 years of technical or occupational programs; a binary approach that bridges upper-secondary, postsecondary, college, and/or university education; and approaches that focus on life-long learning. Four characteristics of the community college model are that they exist between upper secondary and university education, they accentuate short-term career or personal development, they are not highly regarded, and they embody the ideal that low costs increase accessibility and economic democracy. For decades, developed and developing countries have used post-secondary education reform to counter socio-economic inequities. Two avenues for reform involve the relationship between community colleges and international development and the role of colleges as catalysts for reform. With respect to international development, however, problems exist with exporting the community college model, including financial considerations, academic considerations related to standards, and issues of cultural colonialism. With respect to the colleges as catalysts for reform, the struggle remains to implement an educational system that recognizes and endorses a multi-ethnic, multicultural society. Such an effort is currently being undertaken in both South Africa and California, although California's efforts are jeopardized by tight budgets, rising student fees, part-time instructor layoffs, and reduced class offerings. Contains 45 endnotes. (HAA)

ED 402 974 JC 970 044

Thompson, Donna Morgovsky, Joel

Outsourcing of Technology in Higher Education: The Brookdale Experience.

Pub Date—Nov 96

Note—16p.; Paper presented at the League for Innovation in the Community College's Conference on Information Technology (Phoenix, AZ, November 13-16, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Planning, Community Colleges, *Cost Effectiveness, *Educational Finance, Educational Technology, *Information Services, Morale, Organizational Change, *Privatization, Retrenchment, Two Year Colleges

Identifiers—*Brookdale Community College NJ, *Outsourcing

Outsourcing in higher education refers to the practice of contracting with private, off-campus

firms to provide or manage services which have historically been provided in-house. Budget cutbacks and declining private support have led to increased use of outsourcing for non-mission-critical and non-instructional services, such as information technology (IT) services. In addition to lower costs, outsourcing can also lead to improved efficiency in service and operations, increased access to new technologies, and increased flexibility in planning. Drawbacks, however, include loss of jobs for college staff, possible declines in employee morale, and the chance that the college's identity and sense of community may be compromised. At New Jersey's Brookdale Community College (BCC), the decision was made to outsource IT services after the rapid growth of computers at the college left the academic and administrative computing departments unable to both maintain installed computers and support new initiatives. Once a company was selected, all of the staff employed by both computing offices were interviewed for positions, with the vast majority being offered positions with comparable salaries and benefits packages. While the move to outsource has given rise to a sense of loss, resentment, and mistrust toward the college among some employees, many of those rehired into the new IT company have indicated that they are positively challenged by their position. Contains 32 references. (TGI)

ED 402 975

JC 970 045

Morgovsky, Joel

An Hour with the Internet Curmudgeon.

Pub Date—Nov 96

Note—8p.; Paper presented at the League for Innovation in the Community College's Conference on Information Technology (Phoenix, AZ, November 13-16, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Advertising, Community Colleges, *Computer Assisted Instruction, *Computer Attitudes, Internet, *Online Searching, Program Costs, *Relevance (Information Retrieval), Two Year Colleges, *World Wide Web

While the Internet undeniably contains an enormous amount of information, community colleges should consider some key issues before joining the headlong rush toward virtual classrooms. First, information can be very difficult to find on the Internet. Although search engines, web databases, and subject directories have been developed to help users find specific information, none of these are free from "false drops," or search results that are not related to the topic due to multiple meanings for the same word. In addition, because of the rapidly increasing traffic on the Internet, long delays may be experienced, which can adversely affect classes that use Internet labs. Another problem exists with computer "hackers" and vandals who bog down computer networks and disseminate viruses to web locations throughout the world. There is also the problem of advertising on the Internet; eye-catching graphics and cartoons could lure students away from their research toward other sites. Finally, due to life-cycle budgeting for computers, upgrades for machines and software, faculty and staff training, curriculum development, and institutional liability, the Internet can become rather costly as well. (HAA)

ED 402 976

JC 970 046

Hilgendorf, Erik

Assessment/Advisement Center Handbook for Community College Testing Centers.

Crowder Coll., Neosho, Mo.

Pub Date—96

Note—23p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Academic Advising, *Career Guidance, Community Colleges, *Confidentiality, Models, *School Policy, *Student Personnel Services, Student Placement, *Testing, Two Year Colleges

Identifiers—Crowder College MO

Developed by the Assessment/Advisement Center (AAC) at Missouri's Crowder College (CC), this

handbook is designed as a model for other community college testing and advisement centers in establishing assessment policies and practices. First, an introduction is provided, describing changes in the role of assessment since the advent of on-line testing and Internet resources. Next the handbook for CC's Assessment/Advisement Center (AAC) is provided, including the following sections: (1) CC's philosophy statement; (2) the AAC's mission statement; (3) a description of services provided by the AAC for students, administrators, faculty, staff, and the college's Board of Trustees; (4) information on the Center's hours of operation, scheduling procedures, and available testing dates from August 1995 to December 1996; (5) a discussion of the Center's policy on providing special testing for disabled students and students without high school diplomas; (6) a description of resource materials available at the AAC for career exploration and skill descriptions; (7) course placement tables for English, reading, numerical skills, and elementary algebra at CC; (8) overviews of the ASSET test, C-Base test (for admission to teacher education programs), American College Testing placement test, high school equivalency test, and other tests provided by the Center; (9) information on procedures for taking tests, general test-taking strategies, and pretest study strategies; and (10) the Center's policy on the confidentiality of test results and interpretations. (TGI)

ED 402 977

JC 970 047

Hilgendorf, Erik

Crisis Response Support Procedures for Educational Institutions.

Crowder Coll., Neosho, Mo.

Pub Date—[May 96]

Note—14p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Counseling, *Crisis Intervention, Educational Planning, *Emergency Programs, Guidelines, *School Policy, School Role, *School Safety, Two Year Colleges

Developed at Missouri's Crowder College, the guidelines in this manual are designed to help educational institutions respond to and resolve crisis situations. Following an introduction describing the importance of having proactive commitments, resources, and routines in place to respond to crises, the first section provides general crisis support procedures, including obtaining commitment for a crisis policy from the Board of Education, developing a plan, and providing in-service training. The next section addresses procedures for dealing with the aftermath of a traumatic loss and includes the following sections: (1) general principles, such as directing efforts toward individual and collective grief resolution, notifying administrators if other family members attend or are employed within the district, and resuming normal activities as soon as possible; (2) addressing the crisis, including the importance of verifying all information with appropriate authorities/family members to avoid rumors, planning to have classes covered to release staff for counseling, designating one person to deal with media, and providing a crisis response team; (3) counseling guidelines, including the importance of using tact with respect to individual religious beliefs, using caution with physical contact in comforting students, and being aware of students who exhibit extreme emotions; and (4) following-up to the traumatic loss by gauging reactions to the event and the campus response. A sample prepared statement and a form for listing crisis contacts are appended. (HAA)

ED 402 978

JC 970 048

Puyeat, Don

Arizona Community Colleges in 2010.

Pub Date—Jan 97

Note—6p.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*College Planning, College Role, *Community Colleges, *Curriculum Development, *Educational Finance, *Futures (of Society), Graduation Requirements, Long Range

Planning, *Student Personnel Services, Trend Analysis, Two Year Colleges

Identifiers—Arizona

Although community colleges both in Arizona and throughout the United States are well-placed for the future, serious challenges do exist. Property taxes, the primary vehicle for funding in Arizona, face an uncertain future, while the advent of the Internet and the imminent availability of interactive cable television raise questions about how learning will be delivered in the future. These and other forces suggest that community colleges will be called on to adapt considerably by the year 2010. The colleges will most likely be called upon to perform additional services and provide a much wider array of instructional services to students as the percentage of students receiving instruction and services via nontraditional means will increase significantly. In addition, cooperation with universities will have increased to the point that colleges will be offering baccalaureate degrees, including a Bachelor of Applied Technology degree, as part of their regular offerings. Changes can also be expected with respect to graduation requirements, with the achievement of specified competencies replacing the completion of specific semester hours, and funding mechanisms, with formulas shifting from enrollment-based to performance-based models. To plan for these changes, colleges should differentiate between faculty roles as designers, deliverers, or mentors; expand the role of student services; and increase communication technology to meet future distance learning needs. (HAA)

ED 402 979

JC 970 049

Commission d'Évaluation de l'Enseignement Collégial Rapport Annuel, 1995-1996 (Commission on the Evaluation of Collegiate Teaching Annual Report, 1995-1996).

Quebec Commission on the Evaluation of Collegiate Teaching (Quebec).

Report No.—ISBN-2-551-171776; ISSN-1201-1495

Pub Date—Nov 96

Note—30p.; For the 1994-95 annual report, see ED 392 509.

Language—French

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Administrative Organization, *Budgets, Community Colleges, Consultants, *Evaluation Criteria, Evaluation Methods, Foreign Countries, Instructional Development, Instructional Effectiveness, Program Evaluation, *State Agencies, *State Standards, Statewide Planning, Two Year Colleges

The Commission on the Evaluation of Collegiate Teaching (CETC) was established in July 1993 by the Quebec (Canada) government to assess methods in place at provincial community colleges for evaluating instruction and to make recommendations for improvements. This report reviews the Commission's activities, organization, and financial resources for the 1995-96 academic year. Following an introduction by the Commission President reviewing CETC activities, the report provides the Commission's legislative mandate, a list of officers, and a description of CETC's consulting and evaluation committees. Next, activities undertaken from July 1995 to June 1996 are described, focusing on the following areas: (1) meetings held; (2) the Commission's evaluation of institutional policies for evaluating instruction and programs; (3) the Commission's evaluation of specific college programs, including information science, child care programs, and human sciences programs; (4) the nomination of members and meetings held with CETC consulting committees; (5) linkages with postsecondary educational institutions and other educational organizations in Quebec; (6) works published by CETC; (7) public relations efforts; and (8) activities planned for the 1996-97 academic year. Finally, an organizational chart, including a detailed description of CETC staff, and financial information are presented, indicating that the Commission had a budget of \$2,495,100 Canadian dollars for 1995-96. Appendixes provide lists of colleges for which institutional policies were evaluated, educational

institutions visited for evaluations, organizations that received Commission reports, consulting committee members and external experts contacted, and reports published. (BCY)

ED 402 980 JC 970 050

A New State Policy on Community College Student Charges. Commission Report 95-1. California State Postsecondary Education Commission, Sacramento.

Pub Date—Feb 95

Note—78p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Education, Community Colleges, Educational Economics, *Educational Finance, Educational Principles, *Fees, *Financial Policy, Instructional Student Costs, *Policy Formation, *Statewide Planning, Student Costs, Tuition, Two Year Colleges

Identifiers—*California Community Colleges

This report provides California Postsecondary Education Commission recommendations for developing a long-term fee policy for the state's community colleges. Following background information on the legislative mandate to review postsecondary fee policies, demographic and fiscal challenges confronting California are described, indicating that the increasing numbers of students are threatening the state's goal of affordable education for all. The Commission's philosophy regarding access for all students and five principles underlying the fee recommendations are then described. Finally, 10 recommendations for a community college fee policy are presented, including that the Board of Governors annually recommend fee levels to the Legislature, that fee changes be gradual and moderate, that fees continue to be assessed on a per-unit basis, that fee waivers and adequate information on waivers and financial aid continue to be provided, and that alternative sources of funding be identified. The bulk of the report provides the following three appendices: (1) a discussion of policy questions related to community college student charges, including the state's current financial situation, the current status of fees and financial aid at community colleges, and issues that should guide the development of a new policy; (2) a review of funding sources, instructional expenditures, courses offered, student characteristics, financial aid, and enrollment changes at the colleges; and (3) a report on four Commission recommendations for developing undergraduate student fee policies. (AJL)

ED 402 981 JC 970 051

Steinberg, Karen Gorden, Tamela
University and Community College System of Nevada Enrollment Report, Fall 1996.

Nevada Univ. and Community Coll. System, Reno. Office of the Chancellor.

Pub Date—Dec 96

Note—33p.; For Fall 1995 report, see ED 400 900.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Students, Community Colleges, *Enrollment, *Enrollment Trends, *Full Time Equivalency, Full Time Students, Higher Education, Minority Groups, Part Time Students, School Demography, State Universities, *Student Characteristics, Two Year Colleges

Identifiers—*University and Community College System of Nevada

Composed primarily of tables and graphs, this report provides data on trends in student enrollment from 1986 to 1996 in the University and Community College System of Nevada (UCCSN). Following a brief overview, tables are provided on headcount enrollments; full-time equivalent (FTE) enrollments; student full- and part-time status by campus; student gender and ethnicity by year; student age by campus; and changes from fall 1995 to fall 1996 in FTE and headcount enrollment. Highlighted findings include the following: (1) in fall 1996, the UCCSN enrolled 74,655 state-supported students—an increase of 9.4% from fall 1995 and 58.3% from fall 1986; (2) system community col-

leges served 42,693 state-supported students in fall 1996, while universities served 31,962; (3) in fall 1996, the number of FTE students was 40,016 systemwide, an increase of 8.3% from fall 1995 and 75.7% from fall 1986; (4) 69% of UCCSN students in fall 1996 attended part-time, including 45% of the university and 86% of the community college students; (5) 56% of all students in fall 1996 were female, the same proportion as in 1995; and (6) 70.3% of all UCCSN students in fall 1996 were white, 21% were minority students, 2.8% were non-resident alien, and 5.9% were of unknown status. (HAA)

ED 402 982 JC 970 052

Arnold, Carolyn L.

Chabot College Campus Climate Survey Results: Fall 1994.

Chabot Coll., Hayward, Calif.

Pub Date—Mar 95

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Educational Environment, Ethnic Groups, Homosexuality, *Participant Satisfaction, School Surveys, Sex Bias, *Student Attitudes, Student Characteristics, *Two Year College Students, Two Year Colleges

Identifiers—Chabot College CA

In November 1994, California's Chabot College undertook a survey of 942 students to determine their perceptions of the campus climate. Specifically, the survey focused on students' views regarding how they were treated at the college; their perception of the campus as welcoming and respectful of differences in race/ethnicity, gender, age, disability, religion, or sexual orientation; differences in responses between groups; and areas needing improvement. An analysis of responses revealed the following: (1) 90% of students said that they felt welcome, while no differences were found for this item by ethnicity, gender, age, or disability; (2) 84% agreed that all students regardless of their characteristics had an equal chance of reaching their goals at the college; (3) 88% agreed that their instructors treated students of all ethnic and cultural backgrounds with equal respect; (4) over 70% of African American and over 60% of Asians, Filipinos, and Latinos agreed that there was an absence of role models for minorities and over 80% of these groups agreed that there should be more minority instructors at the college; (5) 88% felt that the campus provided adequate facilities and assistance to students with physical disabilities; (6) over 70% of students over 30 years old felt that more consideration should be given to the needs and interests of older students; and (7) 40% agreed that the college was not a hospitable place for gays, lesbians, and bisexuals. (HAA)

ED 402 983 JC 970 053

Arnold, Carolyn L.

Using HLM To Investigate Instructor Grade Variability and Differences by Gender and Race-Ethnicity in Ethnically-Diverse Community College Math Courses.

Pub Date—8 Apr 96

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Mathematics, Community Colleges, *Correlation, Females, *Grades (Scholastic), Males, Minority Groups, *Multivariate Analysis, *Student Characteristics, *Teacher Characteristics, Two Year College Students, Two Year Colleges

Identifiers—*Hierarchical Linear Modeling

A study was undertaken at a large, ethnically diverse community college in California to identify instructor and course factors associated with grade variability and grade differences by gender and race/ethnicity in mathematics courses. The study used a statistical procedure called hierarchical linear models (HLM) to analyze the relationship between within-course variables (i.e., average

grades awarded and average grade differences by gender and race/ethnicity) and between-course variables (i.e., instructor and class characteristics). The study sample included all 2,440 students in 68 pre-college and college-level mathematics courses in one term, while student-level data for the HLM analysis included gender, race/ethnicity, and final grades. Instructor- and course-level data were instructor gender, race/ethnicity, experience, and part-/full-time status and the level of the mathematics course. Study findings included the following: (1) a significant difference in average grades that was found between classes was determined to be related to instructor experience, with instructors having 10 or more years of experience assigning an average of .5 grade points lower than instructors with less than 10 years experience; (2) no differences were found for grades received by gender within classes, although there was substantial variation between classes; and (3) minority students averaged .2 grade points below white students within classes, while no significant variance was found between classes. While the HLM method can allow new questions to be asked about factors affecting grades, the focus on instructor characteristics may raise sensitive issues when used within individual colleges. Contains 30 references. (HAA)

ED 402 984 JC 970 054

Eickmeyer, Barbara McCown, Laurie

Assessment Program Technical Progress Report, 1995-1996.

Coconino Community Coll., Flagstaff, AZ.

Pub Date—Nov 96

Note—175p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Academic Achievement, Accreditation (Institutions), *College Planning, Community Colleges, Databases, Educational Improvement, *Educational Strategies, General Education, *Institutional Mission, Mission Statements, *Organizational Effectiveness, Pilot Projects, Professional Development, Program Evaluation, *Self Evaluation (Groups), Two Year Colleges

Identifiers—*Coconino Community College AZ

Prepared in response to a recommendation from a 1995 accreditation visit, this report describes efforts undertaken at Arizona's Coconino Community College (CCC) to assess student achievement and institutional effectiveness in 1995-96. Following introductory materials on the purpose of the report and an executive summary, a graph of assessment goals for the next 5 years and timelines of tasks and responsibilities from 1995 to 1998 are presented. Next, a discussion is provided of the implementation of assessment and outcomes for 1995-96, including information on the following: (1) the structure of assessment at CCC; (2) the development of CCC's Principal Committee for Institutional Effectiveness in September 1995; (3) a chronology of Committee activities for 1995-96; (4) CCC's mission statement, strategic plan for 1995-2000, and assessment mission statement; (5) a statement on assessment added to CCC's 1996-97 catalog; (6) definitions of assessment terms; (7) faculty, administration, and staff professional development activities; (8) indicators of institutional effectiveness at the level of the college mission and outcomes; (9) program-level review, including a sample assessment form; (10) criteria for the general education curriculum; (11) the development of a manual for classroom-level assessment; (12) data systems in use for tracking students; and (13) assessment-related pilot projects approved in 1996. Appendixes provide a list of 53 assessment resources; sample college newsletters; a program review manual, providing review forms; descriptions of approved pilot projects; and 1995-96 year-end reports from CCC assessment committees. (AJL)

ED 402 985 JC 970 055

Hale, Toussaint L., Jr.

System Funding Task Force Report.

Illinois Community Coll. Board, Springfield.
Pub Date—Sep 96
Note—27p.

Pub Type—Reports - Descriptive (141)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Block Grants, Community Colleges, Educational Change, Educational Finance, *Financial Support, Organizational Objectives, Policy Formation, Productivity, *State Aid, *Statewide Planning, Two Year Colleges
Identifiers—*Funding Formulas, *Illinois Community College System

The System Funding Task Force (SFTF) of the Illinois Community College Board was formed to review the recommendations and framework for modifying the state's funding plan developed by the Board's President's Council. This report presents the SFTF's review of the Council's findings and presents the Task Force's own recommendations for funding. Following a list of Task Force members, the first chapter describes the purpose of the Task Force. The second chapter reviews the Council's report, focusing on the following six funding objectives informing the analysis, while the third chapter reviews 13 principles adopted by the council to guide future funding plan development and 8 additional principles also considered worthy of consideration. Finally, chapter 4 provides a discussion of the Council's funding principles, presenting seven principles recommended by the SFTF, as well as discussions and Task Force recommendations for the following funding objectives: (1) the creation of a separate funding category for operations and maintenance funding to replace the current enrollment-based method; (2) reforming the formula used to allocate state equalization grant, setting 85% of the statewide average tuition rate as a qualifier to receive grants; (3) moving from the current residual-based funding system, in which grants are calculated on needs remaining after local revenue is included; (4) obtaining block grants for special populations, workforce preparation, and advanced technology equipment; and (5) moving toward performance-based funding. A glossary of terms is attached. (HAA)

ED 402 986 JC 970 056

Noncredit Course Enrollments, Fiscal Year

1996.

Illinois Community Coll. Board, Springfield.

Pub Date—20 Sep 96

Note—3p.; Prepared as Agenda Item #17 for a meeting of the Board (Springfield, IL, September 20, 1996).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Community Services, Comparative Analysis, *Enrollment, *Enrollment Trends, Institutional Characteristics, *Noncredit Courses, State Surveys, Two Year Colleges

Identifiers—*Illinois Community College System

Each year, in addition to offering academic courses for credit, Illinois' public community colleges endeavor to meet the needs of their local areas by offering community service programs. These programs offer an array of courses on a noncredit basis, suitable for updating professional skills in business and industry or satisfying personal interests in hobbies, leisure, or recreation. Courses are often offered at neighborhood locations and may vary from classes completed in a few evenings to those that last several weeks. In order to ascertain the extent of community service activities within the community college system, the Illinois Community College Board annually conducts a survey of noncredit classes provided by the colleges during the fiscal year. Findings for fiscal years 1995 and 1996 include the following: (1) the unduplicated headcount for 1996 was 254,774 students, up from 222,887 in 1995; (2) the duplicated headcount for 1996 was 382,215, an increase of 46,201 from 1995; (3) there were 27,058 course sections conducted in 1996, compared to 25,194 in 1995; and (4) Joliet Community College had the highest unduplicated headcount for an individual college in 1996, with 20,977 students, while Parkland Community College had the highest duplicated head-

count, with 54,526 students. Tables showing systemwide data and results for each community college are included. (Author/HAA)

ED 402 987 JC 970 057

Fall 1996 Enrollment Survey Report.

Illinois Community Coll. Board, Springfield.

Pub Date—18 Oct 96

Note—12p.; For the fall 1995 report, see ED 390 500.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Attendance, Community Colleges, Comparative Analysis, *Enrollment, *Enrollment Trends, *Full Time Equivalency, Institutional Characteristics, State Surveys, Two Year Colleges

Identifiers—*Illinois Community College System

Each fall, Illinois community colleges report their preliminary fall enrollment figures to the Illinois Community College Board. Data from the 49 community colleges for fall 1996 indicate that the number of students enrolled in credit courses as of the end of registration for the term was 338,122, an increase of 406 students (.1%) from fall 1995, while total full-time equivalent (FTE) enrollment was 179,051, an increase of 1,611 (.9%) from 1995. Of the 49 community colleges, 18 colleges experienced increases in headcount, while 23 exhibited decreases during the past year and 8 experienced little or no change. Sixteen colleges reported increases in FTE enrollment, while 23 reported decreases and 10 colleges indicated little or no change. The report includes tables providing a summary of opening fall enrollments from 1992 to 1996, including headcount and FTE figures; a comparison of fall 1992-95 opening headcount enrollments to fall 1996 preliminary opening enrollments for each college; and a comparison of fall 1992-95 opening FTE enrollments with fall 1996 preliminary opening FTE enrollments for each college. (HAA)

ED 402 988 JC 970 058

1996 Follow-Up Study of Fiscal Year 1995 Occupational Graduates.

Illinois Community Coll. Board, Springfield.

Pub Date—Oct 96

Note—61p.; For the 1995 follow-up, see ED 390 498.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*College Graduates, Community Colleges, Education Work Relationship, *Employment Patterns, Graduate Surveys, *Outcomes of Education, *Participant Satisfaction, *Salaries, Two Year Colleges, Vocational Followup

Identifiers—*Illinois Community College System

In March 1996, a follow-up study was conducted of graduates from selected occupational programs at Illinois community colleges to determine their level of satisfaction with the effectiveness of their education, their current employment, and college services. A total of 2,633 occupational program graduates from 33 programs were surveyed approximately 6 to 9 months after program completion. Study findings, based on responses from 1,578 graduates in 30 program areas, included the following: (1) 91.3% were employed or pursuing additional education or both; (2) 84.1% of the occupational completers were employed, with 67.1% working in positions related to their training; (3) 86.9% of the employed graduates had full-time status; (4) the average hourly salary for full- and part-time employed graduates was \$12.41; (5) on average, graduates ranked their degree of satisfaction with the program at 4.08 on a 5-point scale; (6) over 25% of graduates were working in positions unrelated to their area of training; and (7) only 4 programs areas out of 27 received overall program satisfaction ratings less than 3.9 on a five-point scale. An analysis of outcomes for 18 programs is included. Data tables showing response rates and outcomes by college and by selected occupational programs are appended. (HAA)

ED 402 989 JC 970 059

Unit Cost Report for the Illinois Public Community Colleges Fiscal Year 1996.

Illinois Community Coll. Board, Springfield.

Pub Date—Dec 96

Note—84p.; For the report for fiscal year 1994, see ED 379 016.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—Budgeting, Community Colleges, Comparative Analysis, *Educational Finance, Expenditure per Student, *Expenditures, *Full State Funding, Program Costs, *Public Colleges, Salaries, School District Spending, State Surveys, Two Year Colleges, *Unit Costs

Identifiers—*Illinois Community College System

Used to determine grant rates for state financial support and as an accountability report to citizens, this unit cost report presents data for fiscal year (FY) 1996 on course offerings, enrollments, and costs for Illinois public community colleges. Specifically, data are presented on the following: (1) comparison of FY 1996 net instructional unit cost (NIUC) with previous years; (2) comparison of FY 1996 NIUC, full instructional unit cost, and total institutional unit costs; (3) summary of FY 1996 NIUC by cost categories; (4) FY 1996 indirect instructional support unit cost; (5) FY 1996 NIUC by seven instructional categories; (6) FY 1996 expenditures by function, cost category, and instructional support areas; and (7) NIUC by credit hour. The report indicates that the FY 1996 state average NIUC was \$158.92, representing an increase of \$11.24 (7.6%) from FY 1995. The full instructional unit cost was \$166.70, while the total instructional unit cost was \$180.91. For cost categories comprising instruction, the average unit cost for direct salaries was \$59.19, compared to \$11.21 for direct department costs, \$2.29 for direct equipment costs, \$65.79 allocated indirect costs, \$19.85 for operation and maintenance costs, and \$.58 for building rental costs. For support services, the average academic administration and planning cost was \$11.04, compared to \$8.60 for learning resources, \$14.62 for student services, \$5.08 for administrative data processing, \$14.05 for general administration, \$.52 for auxiliary services, and \$11.89 for general institutional costs. (HAA)

ED 402 990 JC 970 060

Student Enrollment and Completions in the Illinois Community College System, Fiscal Year 1996.

Illinois Community Coll. Board, Springfield.

Pub Date—Jan 97

Note—85p.; For the report for fiscal year 1995, see ED 390 502.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, Associate Degrees, College Graduates, Community Colleges, Educational Certificates, *Enrollment, *Enrollment Trends, *Minority Groups, *Student Characteristics, Two Year College Students, Two Year Colleges, Vocational Education

Identifiers—*Illinois Community College System

At the close of each fiscal year, the 49 public community colleges of the Illinois Community College System (ICCS) are required to submit detailed student records to the ICCS board providing data on annual enrollments and completions for credit-generating students. Highlights for fiscal year (FY) 1996 include the following: (1) ICCS institutions enrolled 675,554 students in instructional credit courses, a 1% decrease from the previous year; (2) annual full-time equivalent enrollment was 217,055, a decrease of .9% from fiscal year 1995; (3) the percent of minority students enrolled decreased slightly (.4%), although they accounted for nearly one-third of those enrolled in community colleges; (4) 3 out of 4 students attended part-time in FY 1996; (5) as in previous years, the associate degree program in nursing was the largest occupational program, enrolling 12,269 students; (6) nearly 36,000 degrees and certificates were awarded to students in FY 1996, a 2.7% decrease

over FY 1995; (7) females accounted for 61% of all completions; (8) minority students earned 22% of the collegiate-level degrees awarded, comprised 25% of occupational program completers, but accounted for only 17% of the total graduates with baccalaureate or transfer degrees; and (9) only 70% of the students who successfully completed baccalaureate or transfer degrees indicated an intent to transfer to a four-year institution. Detailed tables on enrollments and completions are included. (HAA)

ED 402 991 JC 970 061

Status Report on Goals and Objectives, Fiscal Years 1996-1998.

Illinois Community Coll. Board, Springfield.
Pub Date—Jan 97

Note—123p. For the original report on the 1996-98 objectives, see ED 375 903.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Accountability, Articulation (Education), Community Colleges, Drug Education, Institutional Mission, *Organizational Objectives, *Public Relations, *State Boards of Education, *Statewide Planning, Two Year Colleges

Identifiers—*Illinois Community College System

Focusing on five priority areas for 1996-98 identified by the Illinois Community College Board (ICCB), this report describes outcomes for the areas as of January 1997. Following the mission and vision statements of the ICCB, outcomes are described for the following goal areas: (1) ensuring a focus on teaching and learning, including objectives related to the development of a Center for Teaching and Learning, a statewide leadership development program, and statewide curriculum models; (2) ensuring that all Illinois residents have access to higher education opportunities, including objectives related to expanding distance education, providing university classes on community college campuses, and improving recruitment and retention; (3) documenting performance and effectiveness, including objectives related to implementing uniform financial reporting and outcome measures systems and improving accountability measures; (4) providing leadership in the development and continuation of a sense of community and partnerships, including objectives related to promoting cooperation between educational institutions at all levels and improving public understanding of the college system; and (5) acquiring and effectively utilizing resources for the community college system, including objectives related to improving funding levels, strengthening the System Foundation, and improving student aid. For each of objective, the report provides an overview; lists of divisions and staff involved; and a chart of activities, proposed completion times, and status as of 1997. (HAA)

ED 402 992 JC 970 062

Cross, K. Patricia

Educating the Work Force for the 21st Century.

Pub Date—25 Jan 97

Note—23p. Paper presented at the International Community College Workforce Development Conference sponsored by the National Initiative for Leadership and Institutional Effectiveness (Charlotte, NC, November 3-5, 1996). Cover title varies.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Classroom Research, *College Role, *Community Colleges, Cooperative Learning, Evaluation Methods, *Futures (of Society), *Instructional Improvement, Labor Force Development, Teaching Methods, Two Year Colleges

Since community colleges play such a key role in meeting the needs for workforce development as well as open access to education, considerable pressure is placed on the colleges to demonstrate their effectiveness. Recently, the focus of assessment in community colleges has shifted from gathering data that legislators and accrediting agencies want to collecting data needed by the college itself to

improve quality. This shift recognizes that teachers and students are the legitimate audience of assessment research, since they are directly responsible for the quality of learning. While students are rarely involved in the assessment process beyond their function as subjects, growing numbers of teachers have involved them in the learning process, adopting active, student-centered forms of instruction. To ensure that feedback is received from students, Classroom Assessment Techniques (CAT) have been developed involving students and teachers in collaborative assessment of classroom learning. The most well-known CAT is the minute paper, in which students evaluate what they learned at the end of each class. To understand the results obtained from such exercises, teachers should employ classroom research, or the systematic study of students in the process of learning. This research should be embedded in the regular work of the class and should lead directly to changes in the practice of teaching. Contains 13 references. (HAA)

ED 402 993 JC 970 063

Oromaner, Mark

Excellence and Accountability Report, September 1, 1995.

Hudson County Community Coll., Jersey City, NJ.

Pub Date—1 Sep 95

Note—94p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Access to Education, *College Outcomes Assessment, Community Colleges, Educational Finance, *Institutional Characteristics, Mission Statements, *Organizational Objectives, *School Effectiveness, *Self Evaluation (Groups), Student Characteristics, Teacher Characteristics, Two Year Colleges

Identifiers—*Hudson County Community College NJ

Providing data on the degree to which New York's Hudson County Community College (HCCC) has been successful in implementing its mission, this report provides information related to student achievement and satisfaction, college faculty, and program offerings. Following a statement from HCCC's President, the first part presents the college's mission statement and describes the process used to revise the statement in 1992-93. The second part describes HCCC's goals and objectives, while the third reviews benchmarks used to measure progress toward the implementation of the goals and objectives. The next two sections review HCCC's success in meeting its goals and objectives and its commitment to providing outcomes data to the state Commission on Higher Education. The sixth part provides data on key indicators in the following areas: (1) student goal attainment, including access, program completion, transfer, participation in college programs and services, and opportunities for minority and female students to develop leadership skills; (2) college faculty, providing a profile and information on faculty vitality; (3) the affordability of the college and availability of financial aid; (4) current student satisfaction; (5) meeting regional and state educational needs; (6) graduate placement and outcomes; (7) alumni satisfaction; (8) employer satisfaction; (9) HCCC's contribution to the region and state in terms of workforce development, public service, and capital projects; and (10) degrees and program offerings. The final sections review the college's commitment to state's Master Plan, provide a profile of college Board members, and testify to the accuracy of the data provided. (HAA)

ED 402 994 JC 970 064

Oromaner, Mark Fujita, Eleanor

The College and the Community, with Special Reference to the North Hudson Center and the North Hudson Area. Data Report 95.04.

Hudson County Community Coll., Jersey City, NJ. Office of Planning and Institutional Re-

search.

Pub Date—Dec 95

Note—41p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Characteristics, Community Colleges, Community Size, Demography, *Educational Attainment, *Enrollment Trends, *Municipalities, Population Distribution, *Student Characteristics, Two Year Colleges

Identifiers—*Hudson County Community College NJ, *Service Delivery Areas

Focusing on the service area of New Jersey's Hudson County Community College (HCCC), this report presents data on the demographic and educational characteristics of the residents of Hudson County. The first section reviews the demographics of the County, focusing on the area in square miles and population of the County's 12 municipalities in 1970, 1980, and 1990; changes in population by municipality from 1980 to 1990; and age, race, and gender by municipality. The second section describes the educational attainment of County residents, including a comparison of Hispanic and non-Hispanic residents 25 years or older, and 1993 high school graduates' college attendance plans. The third section presents data on the primary language spoken at home and the country of birth of County residents. The fourth section provides data on enrollment rates at HCCC by municipality for fall 1990 to fall 1994 and by ethnicity, gender, and age for fall 1994. The final section reviews enrollment trends at HCCC's North Hudson Center from fall 1990 to fall 1995 and the part/full-time status, gender, age, race, and city of residence of Center enrollees for fall 1994. (AJL)

ED 402 995 JC 970 065

Fujita, Eleanor

Reasons for Attending HCCC: Results of Survey of Graduates of the Classes of 1990, 1991, 1992, 1993 and 1994. Special Report 95.04.

Hudson County Community Coll., Jersey City, NJ. Office of Planning and Institutional Research.

Pub Date—Jan 96

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *College Graduates, Community Colleges, Graduate Surveys, *Student Attitudes, *Student Educational Objectives, *Success, Two Year Colleges

Identifiers—*Graduate Attitudes, Hudson County Community College NJ

New Jersey's Hudson County Community College (HCCC) surveys all graduates 1 year after graduation to determine their objectives for enrolling at the college and the level that they achieved their objectives. Between 1990 and 1994, 219 graduates responded to the surveys, of whom 208 answered the question regarding their initial objective for enrolling. Although responses varied between classes, overall 75% selected reasons related to a job or a career, including 40% who sought to prepare for a first career, 20% who to prepare for a career change, and 15% to improve job skills. Eighty-seven percent indicated that they had achieved their objective, but 10% indicated that they had not. Since students may change their goals during their studies, beginning in 1992 graduates were asked to state the most important reason that they had remained at HCCC through graduation. Of 123 respondents to this question, the reason selected most often was to complete courses for transfer credit (34%), followed by to improve job skills (20%), prepare for a first career (16%), and prepare for a career change (15%). Sixty-nine percent indicated that they had achieved this continuing objective and 14% indicated that they had not. Finally, of the 119 students who indicated both an initial reason for enrolling and a reason for continuing, 28 gave the same reasons, while 91 had changed their goals. (AJL)

ED 402 996

JC 970 066

Oromanar, Mark

Response to "Working Group on Mission Differentiation Survey," Special Report 95.05.

Hudson County Community Coll., Jersey City, NJ. Office of Planning and Institutional Research.

Pub Date—Jan 96

Note—15p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Admission Criteria, *Articulation (Education), *College Curriculum, Community Colleges, Continuing Education, Distance Education, *Institutional Characteristics, *Institutional Mission, Institutional Research, Public Service, School Business Relationship, School Community Relationship, *Student Characteristics, Two Year Colleges

Identifiers—*Hudson County Community College NJ

Prepared in response to a survey designed to determine and differentiate the mission of New Jersey's Hudson County Community College (HCCC), this report describes the characteristics and operations of HCCC, presenting data in the form of responses to 10 survey questions. The 10 questions focus on the college's service area, admissions standards and policies, student body, participation in equal opportunity programs, curricular strengths, role in providing public services, role in conducting research and scholarship, programs offered in collaboration with other institutions, articulation agreements, and the use of distance learning and intercampus programming. Selected responses include the following: (1) HCCC serves a population of 553,099 people in 12 municipalities; (2) admission is available to all high school graduates, those with a GED certificate, and anyone 18 years or older; (3) in fall 1995, 60% of HCCC's students were female, 48% were Hispanic, 41% were under 22 years of age, and 59% were attending full-time; (4) services for disadvantaged students include tutoring, intensive summer seminars, counseling, cultural activities, and financial assistance; (5) curricular strengths include the Non-traditional, Open-entry/Open-exit, Weekend College (NOW), offering credit and non-credit classes on weekends and via videotape; (6) public services include programs to increase opportunities for minorities and females, participation by faculty and staff in local organizations, and the college's continuing education and community services programs; and (7) HCCC will implement distance learning in the 1996-97 academic year. (AJL)

ED 402 997

JC 970 067

Katanant, Chandra

Analysis of 1995 Graduate Follow-Up Survey.

Data Report 96.03.

Hudson County Community Coll., Jersey City, NJ. Office of Planning and Institutional Research.

Pub Date—Dec 96

Note—26p.; Some pages contain light, broken, and small type.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Graduates, *College Outcomes Assessment, Community Colleges, *Education Work Relationship, Graduate Surveys, *Participant Satisfaction, *School Effectiveness, *Student Educational Objectives, Success, Two Year Colleges, Vocational Followup

Identifiers—*Graduate Attitudes, Hudson County Community College NJ

Each year, New Jersey's Hudson County Community College (HCCC) surveys graduates from the previous year to determine their subsequent career/educational progress and satisfaction with the college's programs and services. In August 1996, questionnaires were mailed to 172 graduates from 1995, with 47 returning completed surveys. Study findings included the following: (1) 83% of the respondents had obtained an Associate of Applied Science degree, 62% were female, 43% were White, and the average time taken to graduate was 3 years; (2) 34% indicated that their initial goal in attending HCCC

was to improve job skills, while 83% of all respondents indicated that they had achieved their goals; (3) with respect to HCCC services, respondents were most satisfied with the quality of major course instruction, giving it a rating of 4.22 on a 5-point scale; (4) 45% of the respondents had transferred to another college, while 7 indicated that they had experienced problems transferring credit hours; (5) 83% of the respondents were employed, with 49% working in fields directly related to their training; (6) 87% of the employed respondents indicated that the training obtained at HCCC was helpful, very helpful, or extremely helpful; and (7) 94% of all respondents indicated that they would recommend HCCC to prospective students. The questionnaire and responses to the open-ended questions are attached. (AJL)

ED 402 998

JC 970 073

Corl, Susan F.

Novices on the Net: An Introduction to Education Class Uses E-Mail and the Internet.

Pub Date—Oct 96

Note—19p.; Paper presented at the Annual Conference of the National Council for Occupational Education (St. Louis, MO, October 24-26, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Computer Literacy, Curriculum Development, Educational Needs, *Electronic Mail, *Internet, *Teacher Education Curriculum, *Teacher Education Programs, Two Year Colleges

Identifiers—Louisiana State University Eunice

In order to offer computer and/or technology instruction to their education students before they transfer to four-year colleges, Louisiana State University at Eunice (LSUE), a two-year college, added a computer component to an introductory education class. The component introduces pre-service teachers to electronic mail and the Internet in order to alleviate students' fears regarding the technology. Although computer utilization has become commonplace in elementary and secondary schools, research suggests that many pre-service teaching programs do not offer adequate training in computers. In LSUE's education class, assignments given to each student for the computer component included subscribing to Ednet, a listserv dedicated to education-related topics; responding to messages on Ednet; finding an electronic document on the Internet and emailing it to another location; responding to requests for information on Ednet; and unsubscribing from the listserv. Students were also asked to rate their Internet experience and indicate whether they would use it again in classes or by themselves. Sixty-four percent of the students rated their experience as good, 90% said that they would use it again for themselves, and another 90% said that they would use it in classes. Appendixes provide a list of sample Internet sites, electronic mail responses from teacher education professionals regarding computer components in their courses, and a list of advantages and disadvantages of electronic mail. (HAA)

ED 402 999

JC 970 074

Recent Alumni Survey, 1994-95.

Saint Petersburg Junior Coll., FL. Office of Institutional Research.

Pub Date—[96]

Note—25p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Associate Degrees, *College Graduates, Community Colleges, *Education Work Relationship, Graduate Surveys, *Outcomes of Education, *Participant Satisfaction, School Effectiveness, Two Year Colleges, Vocational Followup, *Wages

Identifiers—*Graduate Attitudes, Saint Petersburg Junior College FL

In December 1995, Florida's Saint Petersburg Junior College undertook a study of graduates from 1994-95 to obtain information on their current activities, determine their satisfaction with pro-

grams and services, and obtain data to supplement college reports. Of the 2,612 completers from 1994-95, 1,410 completed surveys. Study findings included the following: (1) over 68% (n=967) of the respondents reported that they were employed, while 65% were continuing their education; (2) 38.3% reported that they were both employed and continuing their education, with 42.2% of these employed full-time and 49.3% employed part-time; (3) employment in a field related to their education was reported by nearly 85% of the 341 Associate of Science (AS) degree graduates and 76% of the 17 certificate graduates; (4) the average hourly wage for AS graduates employed in a field related to their study was \$12.69, compared to \$11.47 for Associate of Arts graduates; (5) overall, 42% of the graduates indicated that their studies helped them obtain their present positions, while 38.9% thought that they had no effect; and (6) 96.7% of respondents rated the overall quality of instruction at the college as good or excellent. The survey instrument and tables showing outcomes by program are appended. (HAA)

ED 403 000

JC 970 075

Employer Survey, 1994-95.

Saint Petersburg Junior Coll., FL. Office of Institutional Research.

Pub Date—[96]

Note—10p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Graduates, Community Colleges, *Education Work Relationship, *Employer Attitudes, *Job Skills, *Outcomes of Education, *Participant Satisfaction, School Effectiveness, Two Year Colleges

Identifiers—Saint Petersburg Junior College FL

A study was conducted at Florida's Saint Petersburg Junior College (SPJC) to determine employers' perceptions of SPJC graduates' technical and performance skills and to identify employers who might be available to participate in college programs or provide opportunities for student training or placement. Surveys were mailed to 146 businesses employing graduates from 1994-95 who were working in jobs related to their field of study and who had given consent. Study findings, based on completed surveys received from 92 employers, included the following: (1) the most highly rated skill area was graduates' possession of basic reading, writing, and mathematical skills, rated as excellent or very good by 89.1% of employers; (2) 85.7% rated graduates' ability to choose ethical courses of action as excellent or very good; (3) 82.6% rated the graduates' ability work with individuals from diverse backgrounds as excellent or very good; (4) 97.8% of employers indicated they would hire another SPJC graduate; (5) 94.4% of the graduates were reported by employers as earning \$7.50 per hour or more, thus qualifying SPJC for state Performance Based Incentive Funding; and (6) 69.2% indicated a willingness to participate with the college on varying levels of activity, while the activity most often cited was placing students. The survey instrument and a table of employer ratings are appended. (HAA)

ED 403 001

JC 970 076

Report of Students Enrolled in College Preparatory Courses, Fall Semester 1995.

Saint Petersburg Junior Coll., FL. Office of Institutional Research.

Pub Date—[96]

Note—30p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Age, Community Colleges, Comparative Analysis, Ethnic Groups, *Grades (Scholastic), Outcomes of Education, *Remedial Instruction, Remedial Mathematics, *Remedial Programs, Remedial Reading, *Student Characteristics, Two Year College Students, Two Year Colleges

Identifiers—Saint Petersburg Junior College FL

A study was conducted at Florida's Saint Petersburg Junior College to determine the characteristics (i.e., age, ethnicity, and residency) and success

rates of college preparatory students enrolled in remedial classes during fall 1995. Data were analyzed by course within the subject areas of mathematics, reading, and English, while comparisons were also made to data for students college-wide. Study findings included the following: (1) the percentage of students 24 years or under in college preparatory classes was greater than their percentage in the total population, with approximately three-fourths of the students in remedial reading and English classes under 24; (2) the percentage of white students in preparatory classes was less than their percentage of college-wide credit student enrollment, while the percentages of Black and Hispanic students were greater; (3) from 84.4% to 88.1% of the students in all college preparatory classes were local residents, consistent with the college-wide unduplicated headcount; (4) fewer students college-wide received a grade of "F" or withdrew than remedial students, while credit students were more likely to receive incomplete grades. Data tables showing the age and ethnicity, residency, financial aid status, and grades of students enrolled in college preparatory courses in the three subject areas are appended. (HAA)

ED 403 002 JC 970 077

WTCS Facts, January 1997.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Jan 97

Note—25p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Educational Finance, *Enrollment Trends, Full Time Students, *Institutional Characteristics, Minority Groups, *Program Costs, *School Personnel, State Aid, Two Year Colleges

Identifiers—*Wisconsin Technical College System

This report provides longitudinal data on enrollments, finance, programs, and staff for the 16 campuses of the Wisconsin Technical College System, covering the period from 1986 to 1996. The following tables are provided: (1) systemwide headcount enrollment by the aid categories of college parallel, postsecondary, continuing education, and community services, 1986-96, and by college, 1995-96; (2) systemwide full-time equivalent (FTE) student enrollment by aid category, 1986-96, and by college, 1995-96; (3) systemwide target population enrollments for females, American Indians, Asians, African-Americans, Hispanics, Whites, disabled students, academically and economically disadvantaged students, 1986-96, and by college, 1995-96; (4) systemwide graduates by aid category, 1986-96, and by college, 1995-96; (5) systemwide graduate employment status, 1986-96, and by college, 1995-96; (6) 1986-96 operational costs by aid category and by college, 1995-96; (7) systemwide revenue sources, 1986-96, and by college, 1995-96; (8) systemwide general state aid, 1986-96, and by college, 1995-96; (9) mill rates, tax levies, and property values, 1987-97, and by college, 1996-97; (10) 1987-97 program fees and out-of-state tuition; (11) 1991-96 customized instruction and technical assistance contracts, and by college, 1995-96; (12) approved programs offered by instructional division, 1986-96, and by college as of December 31, 1996; (13) FTE's and budget for college parallel programs, 1986-96, and by college, 1995-96; (14) systemwide headcounts, FTE's, and costs for basic skills courses, 1986-96, and by college, 1995-96; and (15) systemwide staff equivalent numbers, 1986-96, and by college, 1995-96. Addresses of district offices and campuses and a list of data sources are included. (HAA)

ED 403 003 JC 970 078

AACC-ACCT Community College Agenda for the 105th Congress.

American Association of Community Colleges, Washington, DC.; Association of Community

College Trustees, Washington, DC.

Pub Date—97

Note—12p.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Advocacy, Community Colleges, *Educational Finance, *Educational Legislation, Educational Policy, *Federal Aid, *Federal Programs, Labor Force Development, *Political Issues, Politics of Education, Position Papers, Two Year Colleges, Vocational Education

Identifiers—Congress 105th

Focusing on legislation expected to be addressed by the 105th Congress, this booklet sets forth an agenda for the nation's community colleges, developed by the American Association of Community Colleges (AACC) and the Association of Community College Trustees (ACCT). An introductory section provides background on community colleges, indicating that they serve more than 11 million credit and non-credit students; provide traditional transfer programs, vocational-technical training, community services, and basic skills enhancement; and offer the 105th Congress and the Administration an established, locally-based education and job training system ideal for workforce development. The agenda is then presented, describing the legislative priorities supported by the AACC and ACCT related to the following areas: adult education; appropriations for education, including the Pell Grant, Strengthening Institutions (Title III), and Advanced Technology Education programs; priorities for the federal budget; the reauthorization of the Higher Education Act; international education; support for the National Endowment for the Humanities; reauthorization of the National Science Foundation; support for the Corporation for National Service; tax policies, including support for tax credits and benefits for education; technology and communications; veterans issues and support for the Montgomery GI bill; vocational education, highlighting the need to emphasize the role of community colleges; welfare reform; and legislation related to workforce development. (HAA)

ED 403 004 JC 970 080

Price, Thomas

Regional Cooperation To Meet Global Competition.

Pub Date—[May 96]

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, Community Colleges, *Cooperative Programs, Educational Change, *Educational Needs, Job Training, *Labor Force Development, Nontraditional Education, Program Descriptions, *Program Development, *School Business Relationship, Two Year Colleges

Identifiers—Joliet Junior College IL

In response to the recognition that significant changes were required in service delivery approaches to meet the changing needs for workforce training, Illinois' Joliet Junior College (JJC) implemented a series of innovative training programs. The guiding philosophy behind the programs was that service delivery must correspond to shifts in focus from instructor-driven training to learner-centered training, from individual companies to cooperation and competition within industry clusters, from joint ventures to flexible business networks, and from comprehensive service providers to electronically connected networks of service delivery. The first program initiated was the Petrochemical/Refinery Process Technician Program (PRPTP), a 12-week course providing training at four company sites and at JJC facilities. JJC is also developing, with the assistance of local petrochemical companies, a parallel Associate in Applied Science program in processing technology as a career path for more traditional students. As an outgrowth of the PRPTP, the college's most significant multi-agency project was developed: the Safety Training Center of the Three Rivers Safety Council. The Council is an alliance of 13 area process manufacturers joined to improve safety awareness and performance of contractors, while the Center provides

a Contractor Safety Orientation Course, serving 7,730 students in its first year. A final example of a multi-agency initiative is the ISO 9000 Registration Preparation Network, which allows companies to form partnerships to achieve shared goals. In the 4 years of the Network's existence, 31 companies have been served. (HAA)

ED 403 005 JC 970 083

Hollomon, Charlett A. Snowden, Michael

Comparing Performance of Two-Year Community College Students to Four-Year Native Students.

Pub Date—7 Nov 96

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, *College Graduates, *College Transfer Students, Comparative Analysis, *Grade Point Average, Higher Education, Majors (Students), Outcomes of Education, Two Year Colleges

In 1995, a study was conducted of the performance of graduates from a large comprehensive university in southern Mississippi to compare outcomes for native university students and students who had transferred from an area community college. The study sample consisted of 710 of the university's Bachelor's degree graduates from 1994-95, of whom 573 were classified as native students (i.e., those who had initially enrolled in and had attended only the university) and 137 as community college transfers. Performance measures used included students' grade point averages (GPAs), American College Testing (ACT) scores, and the department from which students graduated to determine academic majors. The study found that while, at the point of transfer, the community college students had lower ACT scores than native students, there was no statistically significant difference in GPAs at graduation for the two groups. Also, transfer students tended to major in education and health-related fields, as opposed to liberal arts, fine arts, business, and science. A table of results for native and transfer students by university department is appended. (HAA)

ED 403 006 JC 970 084

Jeffers, Robin L.

Spreading the Word: Providing Composition Instruction through Links with Social Science Classes.

Pub Date—8 Nov 96

Note—22p.; Materials used in a presentation at the Community College Humanities Association's National Conference (San Francisco, CA, November 7-9, 1996).

Pub Type—Guides - Classroom - Learner (051) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Expository Writing, Introductory Courses, *Psychology, Student Needs, *Teaching Methods, Two Year Colleges, Writing Ability, *Writing Assignments, *Writing Instruction

Identifiers—*Bellevue Community College WA

In an effort to provide students with instruction in academic writing early in their college careers, a project was undertaken to link a developmental composition course to an introductory psychology course at Washington's Bellevue College. The two professors designed a sequence of four papers offering practice in two of the more common academic writing forms: exposition and experiment write-up. For each type, students wrote two papers, one simpler and one more complex. The first expository assignment involved the application of a psychological theory to a set of facts, while the second required students to apply several theories of learning to a case study regarding a boy who is afraid of school. The third paper, which represented a simple write-up of an experiment, required students to perform a test of children's cognitive development and relate results. The fourth paper, the more complex write-up, involved the design, execution, and write-up of a field experiment. Although the project had drawbacks, including the high burden for grading

papers placed on the psychology instructor, it was successful in providing students with much needed guidance in academic writing. Course materials, including the four paper assignments and a homework assignment asking students to locate a primary journal article and discuss its structure in groups, are appended. (HAA)

ED 403 007 JC 970 126

Toward Increased Student Success: Transfer as an Institutional Commitment.

Academic Senate for California Community Colleges, Sacramento.

Pub Date—Nov 96

Note—35p.

Pub Type—Information Analyses (070) — Reports — Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Administrator Role, *College Governing Councils, College Transfer Students, Community Colleges, Equal Education, *Institutional Mission, Pilot Projects, Program Effectiveness, *State Standards, Teacher Role, *Transfer Programs, Two Year Colleges

The California Master Plan for Higher Education charges the state's community colleges with providing general education for transfer, vocational training, and basic skills instruction to state residents. In response to concerns over low transfer rates, particularly for students from historically underrepresented groups, the Academic Senate for the California Community Colleges created the Transfer Center Pilot Program among 28 community colleges, 8 University of California campuses, 14 California State University campuses, and 13 independent colleges and universities. The program was designed to provide services at both the community college and university level, including counseling, matriculation components, faculty advising, articulation and career development, data collection, and honors and mentoring programs. A fall 1989 evaluation of the pilot program found that Transfer Center colleges increased the number of students transferring to state universities, as well as course articulation activity among the segments. As a result, minimum program standards were developed and funds provided to implement Transfer Centers at all community colleges. In promoting transfer, both state and local academic senates play an important role in educational and budget planning processes, curriculum development, program review, accreditation efforts, ensuring student equity, and accountability initiatives. Faculty, such as transfer center directors, counselors, articulation officers, and transfer specialists, also play a major role in transfer. Contains 23 suggestions to help academic senates ensure support for transfer. (HAA)

PS

ED 403 008

PS 023 241

Daniel, Larry G. King, Debra A.

Relationships among Various Dimensions of Self-Esteem and Academic Achievement in Elementary Students.

Pub Date—95

Note—33p.

Pub Type—Reports — Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Elementary Education, *Elementary School Students, Family Environment, Group Dynamics, Interpersonal Relationship, Norms, Peer Acceptance, Performance Factors, *Personality Traits, *Predictor Variables, Self Concept, *Self Esteem, Student Attitudes

This study was conducted to determine the degree to which children's perceived self-esteem is related to their overall academic achievement as measured by their performance on a standardized achievement test battery. Specifically, the study sought to determine the dimensions of perceived self-esteem that would be most clearly associated with higher levels of student achievement. The Self-Esteem Index (SEI) was administered to 208 third-,

fourth-, and fifth-grade regular and special education students. Students' SEI subscale scores (familial acceptance, academic competence, peer popularity, and personal security) were correlated with their national percentile scores on four subtests of the Stanford Achievement Test. The results confirmed the existence of a positive relationship between self-esteem, as defined in the SEI, and achievement. Characteristics associated with higher levels of academic achievement were academic competence, familial acceptance, and personal security. In contrast, peer popularity was not highly correlated with academic achievement. Results suggest that schools should address both self-esteem and academic achievement as integral parts of the learning experience. (Contains 28 references.) (Author/AA)

ED 403 009

PS 023 274

Milburn, Sharon. Byler, Patricia

Parents and Early Childhood Education: Assessing the Relationship between Parents' Beliefs, Parents' Behaviors and Children's Schools.

Pub Date—Apr 95

Note—10p.; Paper presented at the Annual Meeting and Exhibit of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, *Conventional Instruction, Educational Attitudes, Family Environment, Kindergarten, *Parent Attitudes, Parent Child Relationship, *Parent School Relationship, *Parents as Teachers, Primary Education, Teacher Attitudes, Teaching Styles

Identifiers—*Child Centered Education

As a first step toward understanding the joint effects of teacher and parent teaching styles, this study assessed the consistency within and between the children's home and school learning environments. Twenty-four teachers from Los Angeles (California) area and from 33 diversified prekindergarten and kindergarten classrooms completed questionnaires rating a variety of classrooms and home teaching practices. Eighty-three parents who indicated they had chosen their child's school also completed questionnaires, indicating their endorsement of a variety of teaching practices, the frequency with which they engaged in various in-home teaching activities, and their goals for their child's education. The study found that both parents and teachers have coherent systems of beliefs about early childhood education corresponding to child-centered and adult-directed approaches. For parents these approaches are not correlated representing distinct sets of beliefs, but for teachers these approaches are highly correlated appearing to be opposing ends of a single continuum. Parents' beliefs were systematically correlated with: (1) their own behaviors; (2) the classroom instruction their child received; and (3) the beliefs of their child's teacher. (EAJ)

ED 403 010

PS 023 485

Head Start and Medicaid: Making the Connection. The Final Report of the Head Start/Medicaid Collaboration Project.

Association for Children of New Jersey, Newark.

Pub Date—94

Note—37p.; Funded by the Hite Foundation.

Pub Type—Reports — Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, Childhood Needs, Children, *Community Programs, Eligibility, Family Programs, *Health Services, Low Income, Preschool Children, Preschool Education, Program Descriptions, Program Effectiveness, *State Programs, Well Being

Identifiers—*Medicaid, New Jersey, *Project Head Start

Noting that there is a significant gap between the number of young children eligible for Medicaid and the number actually enrolled, this report describes a year-long effort to promote collaboration between local Head Start grantees and county Medicaid

offices in New Jersey. The primary goal of the project was to define and implement policies and practices that streamline the enrollment of Head Start Children in Medicaid. The Head Start and Medicaid partnership in Newark, New Jersey, was used as the model. The project aimed to reduce the number of low-income preschoolers who either lacked health insurance benefits or who lacked comprehensive benefits and were, in effect, underinsured. Enrollment in Medicaid was also expected to improve access to health services for these children. Two very disparate groups worked to systematically establish better communication and a productive working relationship. This report describes the lessons learned from this process, the tangible accomplishments of the project, and several recommendations for state-level policy. A copy of a special report on the health of New Jersey's children is included. The report examines the health status and needs of New Jersey's children as well as some of the underlying problems contributing to poor access to care. It also traces key state proposals and legislation designed to address the health care needs of children in New Jersey. (AA)

ED 403 011

PS 024 078

Nelson, Carol J. And Others

Head Start Emergent Literacy Project. Training Manual.

Idaho Univ., Moscow. Idaho Center on Developmental Disabilities.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.

Pub Date—96

Contract—90-YD-0018101

Note—307p.

Pub Type—Guides — Classroom — Teacher (052) — Guides — Non-Classroom (055)

EDRS Price — MF01/PC13 Plus Postage.

Descriptors—Basic Skills, *Children S Literature, Class Activities, Classroom Design, Classroom Environment, Creative Expression, Dramatic Play, Early Childhood Education, *Emergent Literacy, *Learning Activities, *Literacy, Parent Participation, Periodicals, Racial Relations, Reading Ability, Reading Aloud to Others, Reading Instruction, Reading Materials, *Selection, Sex Bias, Writing Instruction

Identifiers—Big Books, Harste (Jerome C), International Reading Association, Project Head Start, University of Idaho

This training manual was designed to provide information and support to Head Start teachers, staff, and parents in the area of emergent literacy. The first section, "What is Emergent Literacy and Why Should We Do It?" addresses the concept of emergent literacy, identifying six key elements: (1) learning to read and write begins very early in life; (2) reading and writing develop concurrently and interrelatedly in young children; (3) literacy develops from real life situations; (4) children learn literacy through active engagement; (5) being read to plays a special role in literacy development; and (6) learning to read and write is a developmental process. This section further discusses why emergent literacy should be part of an early childhood program. The next three sections are training modules. The first module, "Working with Families," emphasizes helping parents/families design a home literacy environment, respond to children's literacy behavior, and become comfortable with their own literacy development. The second module, "Classroom Environment and Practices," helps Head Start teachers prepare classrooms to support emergent readers and writers, select materials, and integrate literacy into all the activities. The final module, "Supporting Emergent Literacy Practices at the Local Level," assists Head Start staff and parents in conducting their own workshops. (AA)

ED 403 012

PS 024 112

Torkington, Kate

Enhancing the Skills of Early Childhood

Trainers: Training Pack, Parts 1-5.

Bernard Van Leer Foundation, The Hague (Netherlands); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—ISBN-90-6195-034-1; ISBN-92-3-

103130-9

Pub Date—95

Note—240p.

Available from—UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706 (\$40).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Cultural Awareness, Early Childhood Education, Educational Resources, *Experiential Learning, Foreign Countries, Instructional Leadership, Instructional Materials, Knowledge Base for Teaching, Multicultural Education, *Resource Materials, Teacher Education Programs, *Teacher Educators, *Teacher Participation, *Training Methods

Identifiers—*Caregiver Training, Early Childhood Development Programs, Hands on Experience, Learning Groups, *Participation Training, Trainer Role, Training Materials

Intended as a resource for both trainers and trainees in early childhood development and education, and based on the principles of active learning and participatory training, this five-part training pack encourages the incorporation of active learning materials in training and invites cooperation in adapting participatory training materials to specific cultural setting. The first part of the training pack, "Introduction to the Training Pack," introduces the principles of active learning and participatory training; discusses reasons for the development of the training pack; outlines the four main distinguishing features of the training materials; and provides an overview of the contents of the training pack. The second part, "Delivering Effective Training," discusses principles related to the processes of training adults and of adult learning, and details seven effective participatory training methods, including role-play, focused activities, and case studies. This part of the training pack also takes a critical look at the training evaluation and makes some suggestions for change. The third part, "Guide to the Development of the Young Child," presents current scientific knowledge about universal stages of development, and of certain patterns and processes that characterize given developmental stages, regardless of culture. The developmental information is divided by age level up to 6 years. The fourth part, "Rationale for Experiential/Participatory Methods," explores the efficacy of experiential/participatory learning in training of early childhood teachers. This part examines the theories of major figures in philosophy, psychology, and education, and discusses the concepts of knowledge, cultural difference, and adult learning from a theoretical perspective. The fifth part of the training set, "Resource List," provides an annotated bibliography and list of resources to assist trainers using experiential/participatory learning. (HTH)

ED 403 013

PS 024 268

Glenn, Christopher M.

The Longitudinal Assessment Study (LAS):**Cycle 4 (Ten Year) Follow-Up.**

Pub Date—May 96

Note—85p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, *Elementary School Students, Elementary Secondary Education, Followup Studies, Longitudinal Studies, *Montessori Method, Nontraditional Education, *Outcomes of Education, Parent Student Relationship, Parents, Peer Relationship, Private Schools, Secondary School Students, Sex Differences, Student Attitudes, Student Characteristics, Teachers

Identifiers—*Montessori Schools

This study is the fourth in a series of assessments of Montessori education intended to answer parent concerns about the Montessori method's ability to prepare students for the real world. Begun in 1986, the study will last 18 years, surveying every 3 years participants recruited from lower and upper elementary classes of the Franciscan Montessori Earth School (Portland, Oregon). This assessment was the first to include adult participants, over age 18. Younger students and their parents and teacher

completed a survey, and students completed a personality measure and achievement tests; adult participants completed an expanded "College and Work Edition" survey, while a college professor survey was administered in place of a teacher survey; the parent survey was omitted for these subjects. The study postulated two hypotheses: (1) the number of Montessori Education Years (MEY) would positively relate to those qualities emphasized in Montessori education, such as cooperation with peers; and (2) participants with any Montessori education would be at least as successful as the general population. Results found minimal support for the first hypothesis; the second hypothesis received considerable support. Participants were described as normal or healthy, and achievement test results were above the average for the general population. (Eight appendices include comments volunteered by parents and teachers, and adjectives used by parents and teachers to describe the children. The LAS survey instruments are attached.) (EV)

ED 403 014

PS 024 481

Goldman, Vivian S., Ed. And Others

Research Relating to Children. Bulletins No.**16-23, July 1962-August 1968.**

Children's Bureau (DHEW), Washington, D.C.

Clearinghouse for Research in Child Life.

Report No.—ISSN-0080-1704

Pub Date—68

Note—1472p.; The approximately annual issues of this serial have been entered into the ERIC database individually from number 24 to the present.

Journal Cit.—Research Relating To Children; n16-23 Jul 1962-Aug 1968

Pub Type—Collected Works - Serials (022) — Reference Materials - Bibliographies (131)

EDRS Price - MF12/PC59 Plus Postage.

Descriptors—Abstracts, Adjustment (to Environment), Annotated Bibliographies, *Child Development, Children, *Disabilities, Elementary Secondary Education, Emotional Disturbances, *Family Relationship, *Gifted, Individual Development, Intelligence, Language Acquisition, Learning Processes, Longitudinal Studies, Personality, *Personality Development, Personality Problems, *Research Projects, Social Behavior, Special Education

Identifiers—Childrens Bureau, Clearinghouse for Research in Child Life, Special Needs Children

This group of eight bulletins provides abstracts on research relating to children reported to the Clearinghouse for Research in Child Life from July 1962 to August 1968. Abstracts are organized by topic area: (1) "Long Term Research"; (2) "Growth and Development," including general, physical, perceptual, cognitive, motor, communication, learning, intelligence, and social development; (3) "Personality and Adjustment," including assessment, processes and factors, emotional and personality disturbances, and delinquency; (4) "Educational Process," including general, achievement, aptitude, school adjustment, specific skills, and special education; (5) "Exceptional Children," including gifted, retarded, and physically handicapped; (6) "The Child in the Family," including family background and child-rearing attitudes and practices; (7) "Social, Economic, and Cultural Influences"; (8) "Health Services and Surveys"; and (9) "Social Services." Each abstract presents the study's purpose, subjects, methods, findings, duration, investigator(s), cooperating group(s), and publication information. The abstracts are indexed by Organization Name, Investigator Name, and Topic Area to facilitate searching. The Bulletin's Research Notes section lists current funding opportunities, research organizations, and additional publications. Issues also include a list of other abstracting journals and services. (KDFB)

ED 403 015

PS 024 700

Chao, Ruth K.

Reconceptualization of the Authoritarian**Parenting Style and Parental Control: Some Initial Items.**

Pub Date—Aug 96

Note—19p.; Paper presented at the Biennial

Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, *Asian Americans, Cultural Differences, Ethnicity, Grade 2, Grade 3, Parent Child Relationship, *Parent Participation, Primary Education, *Socialization, Whites

Identifiers—*Authoritative Parenting, *Parenting Styles

This study compared standard conceptualizations for parenting style, parental involvement in school, and parents' socialization goals with alternative conceptualizations, in relation to children's academic achievement. Specifically, the study asked: (1) whether ethnicity is predictive of achievement scores when included in analyses involving the standard conceptualization of parenting style and an alternative conceptualization that recognizes a "chiao shun" ("training") style among immigrant Chinese mothers; (2) whether there are ethnic group differences in the relationship between the parenting concepts of the two conceptualizations and academic achievement; and (3) whether the alternative conceptualization is a better predictor of academic scores than the standard conceptualization. Subjects were European American parents, most born in the United States, and East Asian parents, most of whom were immigrants. Subjects completed the Parental Authority Questionnaire. Principal findings from the questionnaire are that: (1) East Asians score significantly higher on both the (standard) authorization style and the "chiao shun" and other alternative styles, with some correlation between standard and alternative concepts; (2) there are important aspects of East Asian parenting that cannot be entirely captured by the standard concepts; and (3) even after controlling for their scores on all the standard measures, the East Asians are still significantly higher on all the alternative measures. This study offers a more comprehensive and explicit way of conceptualizing and measuring, specifically for East Asians, the importance of culture in determining aspects of parenting such as parenting style, control, and practices, as well as parents' socialization goals. Contains 27 references. (EAJ)

ED 403 016

PS 024 768

Basile, Kathleen C. Henry, Gary T.

Quality and Effectiveness of Pre-Kindergarten**Programs in Georgia: Parental Perspectives.**

Georgia Council for School Performance, Atlanta; Georgia State Univ., Atlanta. Applied Research Center.

Pub Date—Sep 96

Note—37p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Parent Attitudes, Parent Teacher Cooperation, *Preschool Education, Program Effectiveness, Program Evaluation, Skill Development, *State Surveys

Identifiers—*Georgia Prekindergarten Program, Parent Expectations

The first state-funded program of its kind, the Georgia Pre-K program has grown exponentially since its inception in 1993. The program operates in a variety of settings and is run by different types of organizations, including public and private schools, community centers, colleges and universities, and private child care centers. This report presents the results of a 1996 telephone survey of 601 parents from randomly selected Pre-K classes in the state. The survey was intended to provide information on parent perceptions to those who will guide the operation and future development of the program. Results are presented in four areas: (1) parent expectations of the program; (2) children's actual benefits from the program; (3) parent interaction with program staff and with their children; and (4) logistics of the program. Following an introductory summary of results, the report presents each of the

four areas in detail, with an overview, discussion of research findings, and differences by demographic variables. Results noted indicated that parents overwhelmingly give the program high marks in terms of quality and effectiveness. The report's appendixes present survey methods, the survey instrument, and tables of significant findings by key demographic variables. (EV)

ED 403 017 PS 024 772

Zubrick, Ann. Zubrick, Stephen R.

What Contribution Can Schools in the Nineties Make to Preventive Mental Health?

Pub Date—Jan 96

Note—15p.; Paper presented at the First Years in School Conference (6th, Hobart, Tasmania, Australia, January 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Health, Children, Educational Environment, Elementary Secondary Education, Foreign Countries, High Risk Students, Mental Health, Parent Participation, Prevention, School Role, Statistical Surveys

Identifiers—Australia (Western Australia), Disciplinary Styles

Outside of major illness or severe developmental problems, child mental health has not previously been a focus of much study. The West Australian Child Health Survey (WACHS) was one of the first surveys to specifically address mental health as part of an attempt to gain comprehensive data on child and adolescent health. During 1993, data were gathered from more than 1,400 families (including more than 2,700 children ages 4 to 16), as well as school principals and teachers. The study focused on a wide range of child health indices, but specifically identified mental health problems in children and adolescents, both to establish benchmarks against which to judge the efficacy of interventions, and with a view to informing policy and prevention. This paper discusses three specific aspects investigated by the study (parental disciplinary style, school staffing resources, and school environment) and the part they may play in explaining or alleviating the 17 percent mental health problem rate discovered by WACHS. The paper concludes with recommendations for improvement in the areas of family and school support. (EV)

ED 403 018 PS 024 774

Hazell, Deanna

Educare: The Way Forward. A Case Study.

Pub Date—Jan 96

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, Day Care, Foreign Countries, Full Day Half Day Schedules, Mixed Age Grouping, Preschool Education, Program Implementation, Program Improvement

Identifiers—Australia (Australian Capital Territory), Educare, Program Characteristics

School staff at the O'Connor Cooperative School in Australia had been concerned for some time about the difficulties faced by parents trying to fit traditional short preschool hours into their varying lifestyles. Their solution was to provide child care at the conclusion of the normal preschool session and on the two days per week that preschool was not in session. This case study describes the implementation of the long day care program for preschoolers. After providing background on the school's purpose, methods, and curriculum, the report gives detailed information on the initial stages of the program's implementation, such as acquiring governmental approval and additional classroom space, hiring additional staff, scheduling, enrollment, financing and book keeping, the accreditation process, and the program's curriculum components. The report concludes with a description of the program's success, evidenced by its lengthy waiting list. (EV)

ED 403 019 PS 024 785

Onsman, Julia

Parent Participation Rights and Responsibilities: A True Partnership between Home and School.

Pub Date—96

Note—9p.; Paper presented at the Australia and New Zealand Conference (6th, Hobart, Tasmania, Australia, January 9-12, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Early Childhood Education, Foreign Countries, Parent Attitudes, Parent Participation, Parent Responsibility, Parent School Relationship, Parent Teacher Cooperation, Primary Education, School Orientation, School Readiness, Student Adjustment, Teacher Attitudes

Identifiers—Australia

The focus on parent participation in the Australian school community has intensified over the last few years, but both parents and teachers still hold many erroneous notions with regard to their shared responsibilities. Rather than viewing parents and teachers as two separate camps with children in the middle, it must be recognized that cooperation advances both groups' goal of ensuring children's educational success. A child's transition to school can be very emotional for the parent as well as the child, and teachers who understand this and behave appropriately toward parents engender positive attitudes in them, and in turn, in their children. Parents' knowledge must be treated with respect by teachers, and it should be further developed through training sponsored by the government. Such training would enable more effective parent participation in schools in the future. Pre-kindergarten sessions in which parents and children become familiar with the school system and its members are also very helpful. Parental responsibilities, so important to children's welfare, might be included as a code of conduct in orientation materials distributed during school enrollment. Finally, there is a difference between parent involvement, which includes volunteer activities that help in the day-to-day functioning of the school, and parent participation, which is a contribution to the decision-making processes of the school. Parents should be encouraged to contribute what they are able, but involvement should not be confused for participation. (EV)

ED 403 020 PS 024 888

Fuellen, Jerry

Developing Mindful Learners Model: A 21st Century Ecological Approach.

Pub Date—Jul 96

Note—17p.; Paper presented at the World Future Society General Assembly (8th, Washington, DC, July 13-19, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Students, Cognitive Style, Elementary Education, Grade 3, Grade 4, Hispanic Americans, Holistic Approach, Learning Processes, Student Improvement, Teaching Models, Underachievement

Identifiers—African Americans, Ecological Paradigm, Hispanic American Students, Multiple Intelligences

The Developing Mindful Learners Model (DMLM), developed within the framework of Howard Gardner's multiple intelligences theory, connects three factors—content, framework, and world vision—for the purpose of helping underachieving students to become more "mindful"; i.e., to become one who welcomes new ideas, considers more than one perspective, and holds a process view of life. At the heart of the model is Ellen Langer's theory of mindfulness. This Developing Mindful Learners Model is used in a pilot application on a target population of 29 African American and 1 Hispanic American third and fourth graders, most of whom are performing below grade level. Data collection is aimed at examining discernible growth for each child, focusing on: Stanford Achievement tests, N.W. Regional assessments, student works represented in both "processfolios" and portfolios,

student performances in an Earth Day program, and student publication of a literary magazine. (Contains a bibliography of approximately 100 items.) (EAJ)

ED 403 021 PS 024 890

Heacox, Diane

Up from Under-Achievement: How Teachers, Students, and Parents Can Work Together To Promote Student Success.

Report No.—ISBN-0-915793-35-0

Pub Date—91

Note—144p.

Available from—Free Spirit Publishing, Inc., 400 First Avenue North, Suite 616, Minneapolis, MN 55401-1991 (\$14.95).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Adolescents, Attitude Change, Change Strategies, Children, Educational Environment, Elementary Secondary Education, Goal Orientation, Learning Motivation, Parent Student Relationship, Self Esteem, Student Attitudes, Student Motivation, Study Habits, Study Skills, Teacher Student Relationship, Underachievement

Not all children can or should be straight-A students, as everyone differs in their abilities and interests, but all children have the potential to learn and to personally succeed in school. This guide describes a step-by-step program for intervening with students who are underachievers and for promoting student success. The guide provides teachers and parents with specific ways to support achievement and provide a positive learning environment, while providing students with specific ways to set goals, manage their work, develop good study habits, and boost their own self-esteem. Following an introduction to the characteristics of underachievement and information on using the guide for both underachievers and those achieving to their potential, the guide approaches its subject from a sports perspective with the following sections: (1) "The Players" (types of underachievers); (2) "The Coaches" (teachers and parents); (3) "The Strategy Sessions" (divided into a student self-assessment, student and parent interviews, teacher conference, and an action plan); (4) "Success Boosters" (learning, developing study habits, managing school work, setting goals, and dealing with personal issues); (5) "The Contract" (between student, teachers, and parents, including the handling of reluctant players); and (6) "Resources" (forms and student work plans). The text is divided according to the target audience (parents, teachers, or students). (EAJ)

ED 403 022 PS 024 893

Prestine, Joan Singleton

Helping Children Cope with Moving: A Practical Resource Guide for "Moving Is Hard." Kids Have Feelings, Too Series. Fearon Teacher Aids, Preschool-3.

Report No.—ISBN-1-56417-673-8

Pub Date—97

Note—66p.

Available from—Fearon Teacher Aids, 299 Jefferson Road, P.O. Box 480, Parsippany, NJ 07054-0480.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adjustment (to Environment), Childhood Needs, Coping, Early Childhood Education, Emotional Adjustment, Emotional Response, Family Mobility, Life Events, Relocation, Resource Materials, Young Children

Identifiers—Loss

About one in five Americans moves each year, and often children find such moves emotionally difficult. This book is a guide to help adults assist young children (preschool-3) in understanding and dealing with the emotions that arise from moving to a new home. Intended for use with the picture book "Moving Is Hard," this resource provides suggestions and activities for communicating with children, recognizing their feelings, involving them in the move, and helping them adjust to their new

home. Individual sections deal with talking about moving; responding to feelings; using the resource guide; saying goodbye to school, friends, and home; understanding denial, fear, withdrawal, loneliness, and anger; and methods for easing the transition to a new school, new friends, and a new home. A section on additional resources lists relevant books for adults and children, as well as the names and addresses of relevant support groups. (EAI)

ED 403 023 PS 024 900

Bredenkamp, Sue, Ed. Copple, Carol, Ed.

Developmentally Appropriate Practice in Early Childhood Programs. (Revised Edition).

National Association for the Education of Young Children, Washington, D.C.

Report No.—ISBN-0-935989-79-X

Pub Date—97

Note—189p.

Available from—National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036-1426; phone: 800-424-2460 (NAEYC Publication #234).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Caregivers, *Day Care, Early Childhood Education, Educational Policy, Guidelines, Individual Development, *Infants, Position Papers, *Preschool Children, *Teacher Role, *Toddlers

Identifiers—*Developmentally Appropriate Programs, National Association Educ of Young Children

A tool for early childhood professionals, this book describes developmentally appropriate practices for adults providing care and education services to young children. Part 1 of the guide presents the position statement of the National Association for the Education of Young Children (NAEYC) on developmentally appropriate practice in early childhood programs. Part 2 explores the early childhood teacher as decision maker. Discussions in this section include using knowledge of individual children and of social and cultural contexts to inform decision making, and resolving contradictions. Part 3 describes the vital development that takes place during the first 3 years of life and gives examples of appropriate and inappropriate practices for infants and toddlers. This part also includes a chart of developmental milestones of children from birth to age 3. Part 4 describes development and learning in children ages 3 through 5, and part 5 describes developmentally appropriate practice for 6- through 8-year-olds. These latter two sections also include examples of appropriate and inappropriate practices for their respective age groups. Contains 93 references. (HTH)

ED 403 024 PS 024 901

Vaden-Kiernan, Nancy

Parents' Reports of School Practices To Involve Families. Statistics in Brief.

Westat, Inc., Rockville, MD.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-97-327

Pub Date—Nov 96

Note—15p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Family Characteristics, Institutional Characteristics, Outreach Programs, *Parent Attitudes, *Parent Participation, *Parent School Relationship, Parent Student Relationship

Identifiers—National Household Education Survey

A growing body of research shows that school practices to involve parents are strong predictors of parent involvement. The 1996 National Household Education Survey (NHES:96) included a wider grade range of children than had been included in previous studies of school practices to involve parents. National data from the Parent and Family Involvement in Education component of the NHES were used to examine school practices in relation to

the frequency of parent involvement in school. In addition, school practices to involve families were examined in relation to school, family, student, and community characteristics that have been related in past studies to school practices and/or parent involvement. School practices included helping parents understand their child's developmental needs, keeping parents informed of their child's progress between report cards, and helping parents help their child learn at home. Of particular note was the finding that the average number of parent-reported school practices done "very well" was positively related to the frequency of the family's involvement at school, although the causal direction of this relationship can not be determined in a cross-sectional study. The broad pattern of other results showed that the average number of school practices reported done "very well" was greater for parents of children in private schools rather than public schools, and smaller schools rather than larger schools; for parents with less than a high school education than for parents with a high school diploma or more; for students in lower grade levels rather than higher grade levels; and for parents of Hispanic and Black children than parents of children of other racial/ethnic backgrounds. Contains 28 references. (HTH)

ED 403 025 PS 024 902

Hardman, Sydney, Ed. And Others

Portrait of the Future: 1994 Kansas Kids Count Data Book.

Kansas Action for Children, Inc., Topeka.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—94

Note—317p.; For 1995 Kansas Kids Count Data Book, see PS 024 903.

Available from—Kansas Action for Children, Inc., P.O. Box 463, Topeka, KS 66601-0463 (\$13, plus \$2 shipping and handling).

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)

EDRS Price — MF01/PC13 Plus Postage.

Descriptors—Academic Achievement, Births to Single Women, Child Abuse, *Child Health, *Child Welfare, Childhood Needs, *Children, Crime, Delinquency, Early Childhood Education, Early Parenthood, Elementary Secondary Education, Homeless People, Hunger, Infant Mortality, Juvenile Courts, Mental Health, Mortality Rate, Physical Health, Poverty, Special Needs Students, State Programs, Suicide, Tables (Data), Violence, *Well Being, *Youth Problems

Identifiers—Child Protection, Child Safety, *Indicators, *Kansas, Project Head Start

This Kids Count data book presents a statistical portrait of the well-being of and conditions faced by the children of Kansas, based on key indicators. Nineteen indicators are detailed in five subject areas: (1) economic well-being; (2) physical health and safety; (3) educational achievement; (4) emotional well-being; and (5) social behavior and social control. Data are presented in a table format by individual indicator and by county, and include comparative information concerning current year and past years and the percent of change over time. A demographic description of each county and a short summary highlighting individual county findings are provided. The findings indicate both improvements and worsened conditions. Areas of improvement include: (1) Head Start participation of children ages 3 and 4 living below the poverty level; (2) reported child abuse and neglect; (3) births that received prenatal care; (4) high school graduates pursuing post-secondary education/training; and (5) childhood deaths. Indicators with worsening findings include: (1) births to single teens; (2) out-of-home placements; (3) teen violent deaths; (4) children living in poverty; (5) children under 18 receiving assistance; (6) confirmed child abuse/neglect; (7) low birth weight babies; (8) kindergartners fully immunized by age 2; (9) high school graduations; and (10) juvenile arrests. The report's appendices explain selection of indicators and include data notes and sources. (SD)

ED 403 026 PS 024 903

Hardman, Sydney, Ed. And Others

Kansas Kids Count Data Book, 1995. A Project of Kansas Action for Children.

Kansas Action for Children, Inc., Topeka.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—95

Note—317p.; For 1994 Kansas Kids Count Data Book, see PS 024 902.

Available from—Kansas Action for Children, Inc., P.O. Box 463, Topeka, KS 66601-0463 (\$13, plus \$2 shipping and handling).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price — MF01/PC13 Plus Postage.

Descriptors—Academic Achievement, Births to Single Women, Child Advocacy, *Child Health, *Child Welfare, Childhood Needs, *Children, Crime, Delinquency, Early Childhood Education, Early Parenthood, Elementary Secondary Education, Homeless People, Hunger, Infant Mortality, Juvenile Courts, Mental Health, Mortality Rate, Physical Health, Poverty, Special Needs Students, State Programs, Statistical Studies, Suicide, Tables (Data), Violence, *Well Being, *Youth Problems

Identifiers—Child Protection, Child Safety, *Indicators, *Kansas, Project Head Start

This Kids Count data book presents a statistical portrait of the well being of and current conditions faced by the children of Kansas, based on key indicators. Eighteen indicators are detailed in six subject areas: (1) economic well-being; (2) physical health and safety; (3) educational achievement; (4) early childhood care and education; (5) emotional well-being; and (6) social behavior and social control. Data are presented in a table format by individual indicator and by county, and include comparative information concerning current year and past years and percent change over time. A demographic description of each county and a short summary highlighting individual county findings are provided. The findings indicate both improved and worsened conditions. Areas of improvement included: (1) Head Start participation of children 3-4 living below the poverty level; (2) births to mothers with less than a high school education; (3) births that received prenatal care; (4) high school graduates pursuing post-secondary education/training; and (5) childhood deaths. Indicators with worsened findings include: (1) births to single teens; (2) out-of-home placements; (3) teen violent deaths; (4) juvenile arrests; (5) low birth weight babies; (6) infant mortality; and (7) high school graduation. The report's appendices explain selection of indicators and include data notes and sources. (SD)

ED 403 027 PS 024 905

North Dakota Kids Count! Fact Book, 1994: Regional and County Profiles of Child Well-Being in North Dakota.

North Dakota Univ., Grand Forks. North Dakota Kids Count.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—94

Note—159p.; For 1995 Fact Book, see PS 024 906.

Available from—North Dakota Kids Count!, University of North Dakota, P.O. Box 7090, Grand Forks, ND 58202-7090 (\$10).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price — MF01/PC07 Plus Postage.

Descriptors—Adolescents, Births to Single Women, Child Abuse, *Child Health, Child Neglect, *Child Welfare, *Children, Early Parenthood, Economic Status, Educational Opportunities, Family Characteristics, Population Distribution, Safety, *Social Indicators, Statistical Surveys, Tables (Data), *Well Being, Youth Problems

Identifiers—*Indicators, *North Dakota, Risk Taking Behavior

While many children across North Dakota enjoy positive life circumstances which support their healthy growth and development, many other children do not. This Kids Count factbook contains data

on indicators intended to highlight the condition of North Dakota children from prenatal through adolescent stages of development; these indicators include population statistics, family composition, economic condition, child health, education, child safety, and risk behavior by teens. The book contains "Overview" and "Findings" sections designed to provide a framework for understanding categories of well-being and how North Dakota children are being impacted by indicators across counties. Regional data, pertaining to the eight Human Service Regions through which state program administration occurs, are then presented. Regional data profiles are self-contained, and are followed by county profiles for counties included in each respective region. An alphabetized list of North Dakota's 53 counties and a state map precede data sections, and definitions of important terms and information on data sources are also provided. (EV)

ED 403 028 PS 024 906

North Dakota Kids Count! Fact Book, 1995: State, Regional and County Profiles of Child Well-Being in North Dakota.

North Dakota Univ., Grand Forks. North Dakota Kids Count.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—May 96

Note—160p.; For 1994 Fact Book, see PS 024 905.

Available from—North Dakota Kids Count!, University of North Dakota, P.O. Box 7090, Grand Forks, ND 58202-7090 (\$13).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price — MF01/PC07 Plus Postage.

Descriptors—*Adolescents, At Risk Persons, Births to Single Women, Child Health, *Child Welfare, *Children, Early Parenthood, Economic Status, Educational Opportunities, Elementary Secondary Education, Family Characteristics, Population Distribution, Poverty, Preschool Education, Safety, *Social Indicators, Statistical Surveys, Tables (Data), *Well Being, Youth Problems

Identifiers—*Indicators, *North Dakota

While many children across North Dakota enjoy positive life circumstances which support their healthy growth and development, many others do not. This Kids Count fact book presents a statistical portrait of the condition of North Dakota children from prenatal through adolescent stages of development, based on key indicators. These indicators include population statistics, family composition, economic condition, child health, education, child safety, and risk behavior by teens. Wherever possible, the 1995 Fact Book updates data reported in the previous year's book, to provide continuity in comparison of indicators. The book begins with an overview section containing brief definitions for each indicator in respective categories; a state profile and analysis for each category; and "Significance" boxes discussing the impact of indicators on the condition of children. Regional data, pertaining to the eight Human Service Regions through which state program administration occurs, are then presented. Regional data profiles are self-contained, and are followed by county profiles, which are arranged in alphabetical order. An alphabetized list of North Dakota's 53 counties and a state map precede data sections, and definitions of important terms and information on data sources are also provided. (EV)

ED 403 029 PS 024 909

Platt, Elizabeth Balliett

Scenes from Day Care: How Teachers Teach and What Children Learn.

Report No.—ISBN-0-8077-3131-5

Pub Date—91

Note—119p.

Available from—Teachers College Press, P.O. Box 20, Williston, VT 05495-0020; phone:

800-575-6566; fax: 802-864-7626 (\$16.95).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Caregiver Child Relationship, Child Behavior, *Child Caregivers, Cognitive Development, *Day Care, Day Care Centers, *Day Care Effects, Early Childhood Education, Emotional Development, Interaction, Naturalistic Observation, *Preschool Teachers, Social Development, Teacher Attitudes, Teacher Behavior, Teaching Methods, *Teaching Styles, Values

This book describes the results of film study of every day events in day care. It focuses on teacher and child behavior as they interact at meals, naps, and play, and proposes that minute examination of what actually happens to children in specific situations is necessary to identify the kinds of positive behaviors caregivers want to build on, as well as to help them identify the negative behaviors they need to avoid in children's day care experience. Following a brief introduction to changing demand for group child care, chapter 1 provides a rationale for the use of film in this exploration and outlines the chapters in the book. Chapter 2 then lays out the background and structure of the day care environment, covering topics such as space, curriculum, time, and routines. Chapter 3 discusses the abilities of young children to control themselves, learning through rhythm, repetition, and imitation. Chapters 4 and 5 deal with the ways in which communication is learned in the early years, discussing topics such as hair pulling, biting, and crying. The sixth chapter examines the variety of adult values that are transmitted by interactions between teachers and children in day care by comparing a suburban center and an urban center. Chapter 7 provides an infant-toddler teacher's perspective with a description of the teacher's understanding of what constitutes good care and her feelings about her work. Chapter 8 is a general discussion of how children learn, and covers cognitive, social, and emotional learning. Contains 32 references. (TJQ)

ED 403 030 PS 024 910

Wien, Carol Anne

Developmentally Appropriate Practice in "Real Life": Stories of Teacher Practical Knowledge.

Report No.—ISBN-0-8077-3442-X

Pub Date—95

Note—160p.

Available from—Teachers College Press, P.O. Box 20, Williston, VT 05495-0020; phone: 800-575-6566; fax: 802-864-7626 (\$17.95).

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Case Studies, Child Caregivers, Classroom Environment, *Day Care, Early Childhood Education, *Knowledge Base for Teaching, *Preschool Teachers, Teacher Attitudes, Teacher Characteristics, Teacher Student Relationship, Teaching Methods, Teaching Skills, *Teaching Styles, Theory Practice Relationship

Identifiers—Child Centered Education, *Developmentally Appropriate Programs, *Practical Knowledge, Teacher Centered Instruction

Based on observations, interviews, and review of videotapes with teachers, this book examines why developmentally appropriate practice is difficult to construct in early childhood settings. It focuses particularly on some teachers' simultaneous allegiance to two contradictory frameworks of practice, termed developmentally appropriate practice and teacher dominion. The book is organized in three sections consisting of an introductory chapter, five case study chapters, and three chapters addressing issues common to all teachers. The introductory chapter describes the two central frameworks under consideration—teacher dominion and developmentally appropriate practice—and provides conceptual background on the concept of teacher practical knowledge. It also discusses two essential processes in the formation of teacher practical knowledge: scripts for action and reflection-in/on-action in daily work. Each of the next five chapters offers the story of one teacher, with regard to the two

frameworks under discussion. Chapter 7 outlines six features of developmentally appropriate practice that were unfamiliar, in differing degrees, to several of the teachers, and indicates what they thought of them. Chapter 8 discusses scripts for action in teaching and how reflection-in/on-action breaks these open, with examples of each. The final chapter discusses criticisms of developmentally appropriate practice and sets the frameworks and teachers' negotiations of these in the notion of public and private domains of experience. Contains over 100 references. (TJQ)

ED 403 031

PS 024 911

Rodd, Jillian

Leadership in Early Childhood: The Pathway to Professionalism.

Report No.—ISBN-0-8077-3353-9

Pub Date—94

Note—181p.

Available from—Teachers College Press, P.O. Box 20, Williston, VT 05495-0020; phone: 800-575-6566; fax: 802-864-7626 (\$18.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Change Strategies, Conflict Resolution, Decision Making, *Early Childhood Education, Educational Research, Interpersonal Competence, *Leadership, *Leadership Qualities, Leadership Responsibility, Leadership Styles, Leadership Training, Research and Development, Theory Practice Relationship

Identifiers—Family Support, Professionalization of Teaching

The product of nearly 20 years experience in the early childhood field, this book gives current and intending practitioners a better understanding of the nature of leadership in the early childhood profession and its effect on the professionalization of the field. It explores who is or can become a leader and why early childhood leaders are in a special position to set standards and expectations for those concerned with the development of children and well-being of families. The book also examines the personal and professional characteristics of leaders in general and in early childhood in particular, discussing the skills associated with effective leadership in practice. Following an introduction discussing the role of leadership as a changing early childhood field, the chapters of the book are: (1) "A Professional Issue," defining leadership, its major functions and styles; (2) "Communication and Interpersonal Skills," identifying skills necessary to meet our needs and those of others; (3) "Conflict Resolution," presenting a framework for understanding and managing conflict as a normal event that can serve a positive purpose; (4) "Decision Making," explaining different types of decisions and guidelines for the process; (5) "Building and Leading a Team," examining stages of team development, team leadership, and supervision, and exploring the "second-in-charge" position; (6) "Initiating and Implementing Change," including sources of resistance to change and strategies both to deal with resistance; (7) "Leadership and the Research Connection," discussing common reasons why research is under-utilized as a source of information by early childhood leaders, and providing suggestions for encouraging a research culture to improve practice; and (8) "A Partnership with Parents and the Public," identifying practitioner leadership responsibilities in the public domain. An epilogue recapitulates the central role that effective leadership will play in the continued professionalization of the early childhood field. Contains 166 references. (HTH)

ED 403 032

PS 024 913

Alston, Frances Kemper

Caring for Other People's Children: A Complete Guide to Family Day Care. Reissued and Updated.

Report No.—ISBN-0-8077-3218-4

Pub Date—92

Note—303p.; Illustrated by Gail Alison LaCava.

Available from—Teachers College Press, P.O. Box 20, Williston, VT 05495-0020; phone:

800-575-6566; fax: 802-864-7626 (\$19.95).

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Caregiver Child Relationship, Child Caregivers, Childhood Needs, Discipline, Educational Facilities Planning, Educational Planning, Elementary Education, Elementary School Students, *Family Day Care, Infants, Nutrition, Preschool Children, Preschool Education, School Age Day Care, Sick Child Care, Small Businesses, Toddlers

Identifiers—Parent Caregiver Relationship, Special Needs Children

As more two-salary families join the already large number of working single parents, and more people want to stay at home with their children but need a steady source of income, family day care—caring for other people's children in one's home—is often viewed as the answer to both trends. This guide and resource manual, updated from the original 1984 version and intended specifically for family day care providers offers information for providers to plan, start, and run a successful day care business in the home. Areas covered include: day care space; caring for infants, toddlers, preschoolers, and school age children; providing for special needs children; planning activities; interacting with parents; running a small business; nutrition; and discipline. (HTH)

ED 403 033 PS 024 921

Cunningham, Michelle Doucette

Connecticut's Children: Still at Risk.

Connecticut Association for Human Services, Hartford.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Report No.—ISBN-1-885144-08-3

Pub Date—Apr 94

Note—183p.; For 1995 update, see PS 024 922 and for 1996 update, see PS 024 923.

Available from—Connecticut Association for Human Services, 110 Bartholomew Avenue, Suite 4030, Hartford, CT 06106 (\$9.95).

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Achievement, Adolescents, Birth Weight, Child Abuse, Child Support, *Child Welfare, Children, Day Care, Delinquency, Drug Abuse, Early Parenthood, English (Second Language), Foster Care, Housing, Hunger, Infant Mortality, Mental Health, One Parent Family, Poverty, Sexual Abuse, *Social Indicators, Special Education, Suicide, Television Viewing, Victims of Crime, Violence, *Well Being

Identifiers—Aid to Families with Dependent Children, *Connecticut, *Indicators, Project Head Start, Vaccination

Recent surveys of Americans reveal that most think children are worse off today than they were 10 years ago. This report on child well-being in Connecticut reveals that such intuitions are correct: in the 10 years since the publication of "Growing Up at Risk in Connecticut," children in the state have become more likely to be victims or perpetrators of violence, less likely to live with two parents, and more likely to become parents themselves. The report has three sections. Part A examines broad issues in the lives of the state's children and covers four areas: economic security, health, education, and emotional well-being. Explored under these headings are topics such as housing, hunger, child care, violence, access to health insurance, and child abuse. Part B looks in more detail at 11 important indicators of child well-being and two demographic measures. Each indicator is detailed in a separate table, comparing different cities and regions of the state. Regions with rates worse than the state-wide rate are highlighted. Indexes to the towns and regions, and a map of these regions, are included at the beginning of this section. Part C of the report provides the same information presented in Part B, but is organized by region instead of indicator. Where possible, the rate for the region is shown as a percentage better or worse than the state-wide rate.

An explanation of the methodology used in each section appears with its table of contents. (EV)

ED 403 034 PS 024 922

Cunningham, Michelle Doucette

Connecticut's Children: Still at Risk. 1995

Data Update.

Connecticut Association for Human Services, Hartford.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Report No.—ISBN-1-885144-10-5

Pub Date—95

Note—112p.; For 1994 edition, see PS 024 921 and for 1996 edition, see PS 024 923.

Available from—Connecticut Association for Human Services, 110 Bartholomew Avenue, Suite 4030, Hartford, CT 06106 (\$9.95).

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, Adolescents, Birth Weight, Child Abuse, *Child Health, Child Welfare, Children, Delinquency, Demography, Dropouts, Drug Abuse, Early Parenthood, Economically Disadvantaged, Educational Opportunities, Ethnicity, Family Characteristics, Infant Mortality, Injuries, Poverty, Sexual Abuse, *Social Indicators, Suicide, Violence, Well Being, *Youth Problems

Identifiers—Aid to Families with Dependent Children, *Connecticut, *Indicators

This 1995 update to "Connecticut's Children: Still at Risk" is the second annual report examining how children in the state are faring. The title indicates that Connecticut's children are at tremendous risk of failing to become productive adults. The update does not repeat much of the general information from the previous year's comprehensive look; instead, the update focuses on 16 measures of child well-being, including poverty, family setting, birth-weight, infant mortality, dropouts, child and teen deaths, child abuse referrals, and juvenile violent crime arrests. Four new indicators are included this year: (1) percentage of children who receive AFDC benefits; (2) percentage of babies born with late or no prenatal care; (3) percentage of eighth and (4) tenth graders who report having used tobacco or alcohol in the past 30 days. Each indicator is first presented as a separate table, comparing different cities and regions of the state. Regions with rates worse than the state-wide rate are highlighted. Indexes to the towns and regions, and a map of these regions, are included at the beginning of the section. The same information is then presented again, organized by region instead of by indicator. Where possible, the rate for the region is shown as a percentage better or worse than the state-wide rate. An explanation of terms and methodology used in both sections appears at the back of the report. (EV)

ED 403 035 PS 024 923

Cunningham, Michelle Doucette

Connecticut's Children: Still at Risk. 1996

Data Update.

Connecticut Association for Human Services, Hartford.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Report No.—ISBN-1-885144-11-3

Pub Date—May 96

Note—114p.; For 1994 edition, see PS 023 921. For 1995 update, see PS 024 922.

Available from—Connecticut Association for Human Services, 110 Bartholomew Avenue, Suite 4030, Hartford, CT 06106 (\$9.95).

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, Adolescents, Birth Weight, Child Abuse, *Child Health, Child Neglect, *Child Welfare, Children, Demography, Dropouts, Early Parenthood, Economic Status, Educational Opportunities, Ethnicity, Family Characteris-

tics, Infant Mortality, Injuries, Sexual Abuse, *Social Indicators, *Well Being

Identifiers—Aid to Families with Dependent Children, *Connecticut, *Indicators

This 1996 update to "Connecticut's Children: Still at Risk" is the third annual report examining how children in the state are faring. The title of the report indicates that Connecticut's children are at tremendous risk of failing to become productive adults, and policy decisions in the past year give rise to concern that the situation will be exacerbated. As an update, the report does not repeat much of the general information from 1994's comprehensive look; instead, the update focuses on 14 measures of child well-being and two demographic measures, including poverty, family setting, birth-weight, infant mortality, dropouts, child and teen deaths, child abuse referrals, and juvenile violent crime arrests. Each indicator is first presented as a separate table, comparing different cities and regions of the state. Regions with rates worse than the state-wide rate are highlighted. Indexes to the towns and regions, and a map of these regions, are included at the beginning of the section. The same information is then presented again, organized by region instead of by indicator. Where possible, the rate for the region is shown as a percentage better or worse than the state-wide rate. An explanation of terms and methodology used in both sections appears at the back of the report. (EV)

ED 403 036 PS 024 926

Rizza, Mary G. And Others

Investigating Learning Preferences with Elementary School Students.

Pub Date—Oct 96

Note—15p.; Paper presented at the Annual Conference of the Northeastern Educational Research Association (27th, Ellenville, NY, October 1996).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cognitive Style, Elementary Education, *Elementary School Students, Group Activities, Group Instruction, Learner Controlled Instruction, *Learning Strategies, *Student Attitudes, Student Surveys, Teacher Guidance, Teaching Methods, Test Validity

Identifiers—*Learning Environments

To facilitate learning, teachers often employ varied teaching strategies and activities to accommodate different learning style preferences in students. This study explored elementary school students' preferences for learning environments, providing a pilot validation of the 40-question "If I Were in Charge of the Class" learning preference questionnaire for elementary students. Subjects were 481 third through fifth graders; the questionnaire, previously subjected to an analysis of content validity, was administered to measure four dimensions: teacher-directed instruction, student-directed inquiry, independent study, and group work. Exploratory factor analysis revealed that the questionnaire assessed three factors associated with learning preferences: teacher-directed activity, student-initiated activity, and group activity. These empirically-derived factors were very similar to three of the original factors proposed on the basis of the content validation. The one exception related to independent study items, which were included in teacher-directed and student-initiated activities. (The proposed distinction made between choice and context was not observed in this study's data.) Subject to further testing and refinement, this questionnaire may be used by teachers to assess the nature of activities that their students prefer, providing guidance in overall categories but flexibility in the use of specific learning activities. (Contains 11 statistical tables and 7 references.) (EV)

ED 403 037 PS 024 934

Barclay, Kathy Boone, Elizabeth

The Parent Difference: Uniting School, Family, and Community. Revised Edition.

Report No.—ISBN-1-57517-073-6

Pub Date—96

Note—263p.

Available from—IRI/Skyline Training and Publishing, Inc., 2626 South Clearbrook Drive, Arlington Heights, IL 60005; phone: 800-348-4474; fax: 847-290-6609 (Item No. 1467, \$29.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Attitude Change, Change Strategies, Elementary Secondary Education, *Family School Relationship, Outreach Programs, Parent Education, *Parent Participation, Parent Teacher Conferences, Parent Teacher Cooperation, Partnerships in Education, *School Community Relationship, Teacher Attitudes
Establishing and maintaining effective partnerships with families and members of the community are among the most challenging tasks facing educators today. This book explores why these partnerships are difficult to create and how they can be established. The book attempts to help educators understand that they have little control over changing the attitudes and actions of family members and community members until they first address the negative attitudes that prevail among many school staffs. The chapters in the guide are: (1) "Beyond Open Houses, Fund Raisers, and Room Mothers: What Research Tells Us about Parent Involvement"; (2) "Barriers to Involvement"; (3) "Sharing Policies and Procedures: Creating an Effective School Handbook"; (4) "Read All about It! Creating Effective Written Communications for Classrooms and Schools"; (5) "Getting to Know You... Open Houses and Parent Programs"; (6) "Planning and Delivering an Effective Parent Education Program"; (7) "The 'Whys' and 'Hows' of Home Visiting"; (8) "Assessment and the Reporting of Pupil Progress"; (9) "Planning and Implementing Effective Parent Conferences"; (10) "Getting Parents and Community Members Involved: Keys to an Effective Volunteer Program"; (11) "School-Community Partnerships: Fostering Positive Public Relations"; (12) "Empowering Parents to Serve as Advocates for the Education of Their Children"; and (13) "Building a Comprehensive Plan for Family and Community Involvement." Two appendices list suggested books and print resources for a parent library, and videotapes for parent education. (HTH)

ED 403 038

PS 024 946

Taylor, Joanne Labish

Improving New Family Child Care Providers' Understanding of Standard Business Practices through the Development of a Resource Manual.

Pub Date—96

Note—59p.; Ed D. Practicum Report, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Basic Business Education, *Business Skills, Child Caregivers, Contracts, Day Care, *Early Childhood Education, *Family Day Care, Instructional Materials, Insurance, *Orientation Materials, Policy Formation, Recordkeeping, Zoning

Identifiers—*Caregiver Training

New family child care (FCC) providers often have little understanding of standard business practices, including zoning, contracts and policies, insurance, and record keeping for tax purposes. This lack of knowledge contributes to low income, high turnover, and other problems. A practicum project set out to improve entry-level FCC providers' understanding of such business practices through development and distribution of a business manual. Copies of the manual were distributed to 12 new providers attending a state-mandated provider orientation, and providers' knowledge was subsequently tested by means of a telephone questionnaire. Results showed that participants had acquired the hoped-for level of knowledge in the four areas covered by the manual: zoning, contracts and policies, insurance, and record keeping. (Two appendices contain the Family Child Care Provider Business Questionnaire and the Business Manual Evaluation Form. Contains 59 references.) (EV)

ces contain the Family Child Care Provider Business Questionnaire and the Business Manual Evaluation Form. Contains 59 references.) (EV)

ED 403 039

PS 024 948

Maital, Sharon L. Gabrieli, Yael

How Does the Parent-Pre-school Partnership Work?

Pub Date—20 Jun 96

Note—13p.; Paper presented at the Head Start National Research Conference (3rd, Washington, DC, June 20-23, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Foreign Countries, *Parent Attitudes, *Parent Participation, *Parent School Relationship, Parent Teacher Cooperation, Partnerships in Education, *Preschool Education, Program Effectiveness, Teacher Attitudes
Identifiers—*Israel, *Parent Expectations

In recent years there has been an increasing emphasis on the parent-school partnership, especially in early childhood settings, but the effects on parents are less clear than the beneficial outcomes for children. This study considers two prominent conceptions of the influence processes in family-school partnerships in Israel: an educational approach, which emphasizes the benefits of continuity between home and school values and goals; and an ecosystem, or family relations, approach, which emphasizes the potential for family-like qualities in parent-school relations. Two groups of parents and teachers, one of which had participated in an Israeli government-sponsored parental involvement program, and one of which had not, were compared using questionnaires. Results indicated that educational effects and establishment of family-like relations were distinguishable dimensions of parent-school partnerships. Initial analyses indicated that these dimensions were not correlated, and each led to a different pattern of results. The homogeneity of Israeli society may account for this, however, with parental involvement programs having greater influence on educational expectations in societies where parents and teachers have different backgrounds. (Contains 13 references.) (EV)

ED 403 040

PS 024 949

Greenberg, Katherine H. And Others

The Cognitive Enrichment Network Education Model (COGNET).

Pub Date—Jun 96

Note—22p.; Paper presented at the Head Start National Research Conference (3rd, Washington, DC, June 20-23, 1996). Appended tables contain very small print.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Community Involvement, Elementary Education, High Risk Students, *Intervention, Parent Participation, *Partnerships in Education, *Program Effectiveness, Student Behavior, *Teacher Behavior, Thinking Skills

Identifiers—*Cognitive Enrichment Network, Mediated Instruction

The Cognitive Enrichment Network Education Model (COGNET) is a program designed to enable children to achieve greater school success by establishing a school-based community of learners. This paper describes COGNET and presents several studies on its effectiveness. The paper begins with a discussion of the model's basic assumptions on child learning and principles for successful educational reform. It then describes the program's background and theoretical framework, namely its emphasis on mediated learning, and its three components: classroom, parent-school partnership, and community-school network. The bulk of the paper describes several studies in two main areas of COGNET's effectiveness—academic achievement and teacher behavior. Details are provided on samples, instruments and procedures, data collection and analysis, and results. Additional studies on student motivation, attention, classroom behavior, and parent involvement are also briefly described. Overall

results indicate a positive contribution by COGNET. Contains 24 references. (EV)

ED 403 041

PS 024 951

Berman, Claire

Making It As a Stepparent: New Roles/New Rules. Updated Edition.

Report No.—ISBN-0-06-097019-7

Pub Date—86

Note—202p.; Originally published in 1980.

Available from—Perennial Library, Harper and Row, Publishers, 10 East 53rd Street, New York, NY 10022 (\$11).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Child Custody, Child Rearing, Childhood Needs, Death, Divorce, *Emotional Adjustment, Emotional Response, *Family Relationship, *Family Structure, Marital Instability, Marital Satisfaction, *Parent Child Relationship, Psychological Needs, Sibling Relationship, *Stepfamily

Based on interviews with hundreds of remarried men and women, this guide to stepparenting realistically acknowledges the fears, doubts, and difficulties that affect the stepparenting situation, and offers practical help and insight into the many accompanying challenges and rewards. Following an introduction that acknowledges how few role-models exist for parents adapting to their partner's children, the chapters of the book are: (1) "Instant Parent," on misperceptions of partners who have never been parents; (2) "Your Place or Mine? Deciding Where to Set Up the Blended Household"; (3) "Coming to Terms with Terminology," on how to refer to members of the new family; (4) "The Blended, Merged, Combination, His-and-Hers Stepfamily" on the problems of adjustment; (5) "Living with One Set of Children," on adapting to one partner's children in the home while the other partner's children reside with the former spouse; (6) "The Visitors, or Weekend Family," on coping when the nonresident children come for visitation; (7) "Talking about Money"; (8) "And Then There's Ours," on considerations before adding a new child to the stepfamily; (9) "Reconstructing the Family after a Parent Has Died"; (10) "Matters of Discipline"; (11) "Many Things You Might Wish to Disregard about S-E-X but You Really Ought to Consider," including inappropriate attractions; (12) "The Bittersweet World of the New Extended Family," on decision-making involving multiple parents, grandparents, and siblings; (13) "Remarriage in Maturity," on reconciling adult children to a parent's remarriage; (14) "Seeking Professional Help"; and (15) "The Support Group: A Shimmer of Light in the Tunnel." Contains a 35-item bibliography. (HTH)

ED 403 042

PS 024 957

Deepest Spring in the Heart: KIDS COUNT

Mississippi, 1994 Data Book.

Mississippi Kids Count, Jackson.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—94

Note—41p.; For other volumes, see PS 024 958-959.

Pub Type—Reference Materials - Vocabularies/Classifications (134)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*At Risk Persons, Birth Weight, Births to Single Women, *Child Health, Child Welfare, *Children, Counties, Demography, Dropouts, Early Parenthood, *Economically Disadvantaged, Elementary Secondary Education, Infant Mortality, Mortality Rate, Nutrition, One Parent Family, Population Trends, Poverty, Preschool Education, *Social Indicators, State Surveys, Statistical Data, Unemployment, *Well Being

Identifiers—Arrests, *Indicators, *Mississippi, Women Infants Children Supplemental Food Program

This data book for 1994 describes the condition of children in each of Mississippi's 82 counties. The statistical profiles focus on 12 key indicators of child well-being: (1) low birth-weight; (2) infant

mortality; (3) poverty; (4) participation in WIC, the special Supplemental Food Program for Women, Infants and Children; (5) school food programs; (6) births to single teens; (7) single-parent families; (8) child deaths; (9) teen violent deaths; (10) high school graduation; (11) teen unemployment; and (12) juvenile incarceration rate. Each indicator is described and analyzed. Demographic information and statistics for the state data and for the top ten counties are presented for each indicator. Tables with comparative data for previous years from selected counties are also included. The report notes that Mississippi ranks last or nearly last in almost every critical measure of child well-being. Compared to other states, a higher percentage of Mississippi's children: (1) live in poverty; (2) are born to teens; (3) are born with life-threatening low birthweight; and (4) are growing up in single-parent families. Mississippi ranks nearly last in infant mortality, child deaths and the percentage of teens graduating from high school on time. (AA)

ED 403 043 PS 024 958

Deepest Spring in the Heart: KIDS COUNT

Mississippi, 1995 Data Book, Volume II.

Mississippi Kids Count, Jackson.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—95

Note—41p. For other volumes, see PS 024 957 and PS 024 959.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*At Risk Persons, Birth Weight, Census Figures, Child Health, *Children, Counties, Demography, Dropouts, Early Parenthood, *Economically Disadvantaged, Elementary Secondary Education, Infant Mortality, Neighborhoods, Nutrition, One Parent Family, Population Trends, Poverty, Preschool Education, Social Indicators, State Surveys, Statistical Data, Tables (Data), Unemployment, *Well Being

Identifiers—Aid to Families with Dependent Children, Census 1990, *Indicators, *Mississippi, Women Infants Children Supplemental Food Program

This data book for 1995 describes the condition of children in each of Mississippi's 82 counties. The conditions of neighborhoods in Mississippi's counties are examined as indicators of poverty. It is suggested that one of every six Mississippi children are growing in severely distressed neighborhoods. Additionally this data book provides county specific trend data on 11 indicators of child well-being: (1) low birth-weight; (2) infant mortality; (3) poverty; (4) nutrition, examining the participation in WIC, the special Supplemental Food Program for Women, Infants and Children and students eligibility for free lunch; (5) births to single teens; (6) single-parent families; (7) child deaths; (8) teen deaths; (9) high school graduation; (10) teen unemployment; and (11) juvenile incarceration. Each indicator is described and analyzed. Demographic information and statistics for the state data and the top ten counties are presented for each indicator. A detailed neighborhood table provides the numbers of children living in the severely distressed neighborhoods. Tables with comparative data for previous years from selected counties are included as well as suggestions on what neighborhoods and communities can do to reduce childhood hunger and undernutrition. (AA)

ED 403 044 PS 024 959

Deepest Spring in the Heart: KIDS COUNT

Mississippi, 1996 Data Book, Volume III.

Mississippi Kids Count, Jackson.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.

Pub Date—96

Note—41p. For other volumes, see PS 024 956-957.

Pub Type—Reference Materials - Vocabularies/Classifications (134)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*At Risk Persons, Birth Weight, Births to Single Women, Child Health, Child

Welfare, *Children, Counties, Demography, Dropouts, Early Parenthood, Economically Disadvantaged, Elementary Secondary Education, *Hunger, Infant Mortality, Neighborhoods, *Nutrition, One Parent Family, Population Trends, Poverty, Preschool Education, State Surveys, Statistical Data, Tables (Data), Unemployment, *Well Being

Identifiers—Aid to Families with Dependent Children, Census 1990, Food Stamp Program, *Indicators, *Mississippi, School Lunch Program, Women Infants Children Supplemental Food Program

This data book for 1996 describes the condition of children in each of Mississippi's 82 counties, based on key indicators of child well-being. The first part of the report profiles child hunger in Mississippi, and discusses nutrition programs available to Mississippi's children, such as the special Supplemental Food Program for Women, Infants and Children (WIC); the National School Lunch Program; the School Breakfast Program; the Summer Food Service Program; the Food Stamp Program; and finally the Child and Adult Care Food Program. The data book then provides county specific trend data on nine indicators of child well-being: (1) low birth-weight; (2) infant mortality; (3) births to single teens; (4) single-parent families and working poor families; (5) child deaths; (6) teen deaths; (7) high school graduation; (8) teen unemployment; and (9) juvenile incarceration rate. Each indicator is described and analyzed. Demographic information and statistics for the State data and the top 10 counties are presented for each indicator. Tables with comparative data for previous years from selected counties are included, as well as suggestions on what can be done to reduce childhood hunger and undernutrition. (AA)

ED 403 045 PS 024 960

Hujala, Eva, Ed.

Childhood Education: International Perspectives.

Finland Association for Childhood Education International; Oulu Univ. (Finland). Early Education Center.

Report No.—ISBN-951-42-4413-3

Pub Date—96

Note—325p. The 27 chapters have each been separately analyzed, see PS 024 961-989.

Pub Type—Books (010) — Collected Works - General (020)

EDRS Price — MF01/PC13 Plus Postage.

Descriptors—*Child Health, Childhood Attitudes, *Children, *Cultural Context, Cultural Influences, Day Care, Educational Change, Elementary Secondary Education, Foreign Countries, Higher Education, Parent Attitudes, Portfolio Assessment, Preschool Education, Special Needs Students, *Teacher Education

Identifiers—Caregiver Attitudes, World Views

Education is bound to society, and different educational strategies rise from the society and culture in which people live. This book presents an international perspective on problems and challenges from early education through adult education and highlights teacher education from the point of view of individual cultures and from a cross-cultural perspective. The book contains 22 chapters (by authors representing 12 different countries) organized into 7 sections under the following headings: (1) "Childhood in a Changing Society"; (2) "Children and Education in a Cultural Context"; (3) "Early Education and Care"; (4) "The Views of Children, Parents and Caregivers on Education"; (5) "Children's Health and Wellbeing in Education Context"; (6) "Examples of Implementing Educational Issues in the Context of Different Societies"; and (7) "Challenges for Research-Based Teacher Training." The two chapters in section 1 are: "The Century of the Child, Part II" and "Is It Possible to Improve Tolerance among Elementary School Children?" Section 2 contains five chapters, "Children, Culture and Education," "The Development of the Identity in the Cultural Context," "About Sex-Based Interpretation Frames in Education," "Socialization Attitudes and Practices of Korean Mothers of Young Children," and "An Oral History Project on the Changing Educational Ideas of Teachers in New

Zealand." The seven chapters in section 3 are: (1) "Early Childhood Educare"; (2) "Children's Creativity in the Preschool Institutions in Macedonia"; (3) "Quality Science Investigation in the Early Years"; (4) "Early Childhood Arts Games"; (5) "Let's Add R.I.C.E. (Relevant, Intercultural, Childhood Experiences) to Our Curriculum"; (6) "Portfolios as a Means of Self-Assessment in Preschool and Primary School"; and (7) "Conditions for Appropriate Pedagogical Organizing and Performing of Play in the Preschool Institutions in Macedonia." Sections 4, 5, and 6 include three chapters each: "Children, Parents and Caregivers," "How Can We As Parents and Educators Foster Metacognitive Development?," "Physical Punishment and Education in Early Childhood," "Special Needs Children," "The Play of Disabled Children in Early Development," "An Evaluation of Health-Promoting Schools in the Finnish Network," "Futures Thinking," "Early Education in Ireland," and "Formal Schooling for 5 Year Olds in New Zealand." The six chapters in section 7 are "The Teacher as Researcher," "The New Initial Programme for Preschool Teachers in Slovenia," "The DART Mentor Teacher Model," "Interdisciplinary Early Childhood Education Teacher Certification," "Situated Learning in Kindergarten Teacher Education," and "Portfolio Assessment: An Early Childhood and Family Studies Department Model." Most chapters contain references. (BC)

ED 403 046 PS 024 961

Ronnberg, Margareta

The Century of the Child, Part II: Back to the Future or Forward to the Past?

Pub Date—96

Note—16p. In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adults, Child Behavior, Childhood Attitudes, Childhood Interests, *Childhood Needs, *Children, Day Care, Early Childhood Education, Foreign Countries, Mass Media Effects, *Parent Attitudes, *Social Change, Social History

Identifiers—Childhood Experiences, Key (Ellen), Sweden

In 1900, the Swedish writer and social commentator Ellen Key published a book called "The Century of the Child," presenting changes she believed were necessary in the care of children in the twentieth century. This article examines the reality of childhood and child care in Sweden, comparing Key's wishes to both actual changes and current attitudes. It concludes that the conditions of children's lives have changed so profoundly that it is questionable whether the ideals of "the century of the child" have any relevance when discussing childhood today. For example, although corporal punishment and mandatory Christian education have been abandoned, the number of mothers working outside the home—and consequently, the number of day care facilities—has grown enormously, contrary to Key's hopes, and there is no indication that people would reverse the trend. The article claims that childhood today is more public and more participatory; that children are less dependent on parents and more dependent on other adults; and that they are less irresponsible and mentally segregated from the adult world (due largely to the mass media). The article also discusses the conflict of values when childhood is regarded as a transition to "future adulthood," as opposed to a culture unto itself, and advocates that adults allow children a free space to use childhood cultural products and experiences as they will. Finally, the article urges a reconsideration of the definition of childhood and adulthood as opposite states (a model of relations in which one party is weak and the other strong), adopting instead a view of human relations as siblinghood. Contains nine references. (EV)

ED 403 047 PS 024 962

Rosandic, Ruzica

Is It Possible To Improve Tolerance among Elementary School Children? The Good Will Classroom Example.

Pub Date—96

Note—14p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Skills, *Conflict Resolution, Elementary Education, *Elementary School Students, Empathy, Experiential Learning, Foreign Countries, Interpersonal Competence, Intervention, *Learning Activities, Perspective Taking, Prosocial Behavior, Self Management, *Social Cognition

Identifiers—Program Characteristics, *Tolerance, *Yugoslavia

The negative influences on children's development in war-torn Yugoslavia stimulated the development of The Good Will Classroom (GWC), an intervention program designed to promote tolerance, social responsiveness, assertiveness, and proactive behavior. This article describes the components and implementation of GWC, which is structured as experiential workshops that rely on children's everyday experiences relevant to selected themes. First, the general procedure of the workshops is discussed: a structured scenario (usually a game) evokes an individualized, "raw" personal experience; this individual experience is then communicated with others. Through this process, individual experience becomes conscious knowledge, generalized and integrated into an existing cognitive structure and thus applicable in other situations. Next, GWC's system, in terms of programs for various grade levels, is described, and an example workshop on peer group pressure for older elementary school children is presented. Finally, the article gives a brief description of GWC's three-volume manual, which is published only in Serbia. (EV)

ED 403 048

PS 024 963

Rodd, Jillian

Children, Culture and Education.

Pub Date—96

Note—10p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, Cultural Context, Cultural Differences, Cultural Influences, *Cultural Pluralism, *Culturally Relevant Education, *Early Childhood Education, Educational Principles, Foreign Countries, Multicultural Education

Identifiers—Developmentally Appropriate Programs

Today, the majority of countries are characterized by multicultural diversity, a factor which has enormous implications for early childhood educators. As we begin to understand the long-term benefits of participation in high quality early childhood care and education, educators must also recognize that their own cultural heritage can and does influence their perspectives on what is considered the best interests of young children. The potential for conflict between teacher, parent, and child arising from differing values and practices can be high unless educators attempt to understand their own beliefs and to change prejudices and behavior. While it is recognized that culture plays an important role in shaping many aspects of child rearing and family interaction, it is not always recognized that culture also shapes the educational opportunities which are provided for young children in any society. Differences exist in the orientation of educational programs (intellectual training versus socio-emotional development), how they are provided (privately-owned or government-operated), and their approach to curriculum (standardized versus individualized). To provide high quality early education programs, educators need to look beyond any favored model or method of provision (for example, developmentally appropriate practice) and begin to define a set of principles which are fundamental to good practice and which can be responsive to and incorporate cultural patterns and values relevant to individual communities. Such principles include articulation of clear aims and objectives, development of broad child-centered

curricula, and commitment to equal opportunity and social justice. (Contains 15 references.) (EV)

ED 403 049

PS 024 964

Kronqvist, Eva-Liisa

The Development of the Identity in the Cultural Context.

Pub Date—96

Note—9p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescent Development, *Adolescents, *Biculturalism, *Cultural Influences, Foreign Countries, Immigrants, Personality, *Personality Development, Self Concept

Identifiers—Finns, Germans, *Identity (Psychological), *Identity Formation

A central element in the socialization process of human beings is the development and transformation of personality. Two main theories contrast personality as an internal, subjective entity and as an entity that exists only in relation to others. This research project, adopting the second approach, investigated the formation of identity in young people living in bicultural families. It focused on two main points: to which culture did the adolescents primarily orient themselves, and with which parent did they identify. Subjects were 109 teenagers living in Germany of whom one parent (usually the mother) was Finnish. Interviews and a questionnaire revealed three cultural orientations: German, Finnish, and German-Finnish. The majority of adolescents considered themselves German, with the German-Finnish combination a close second. Only 20 percent considered themselves Finnish. Factors such as the language they used, which lifestyle they preferred, and which country they focused on when making future plans were relevant factors in distinguishing between the groups. In the second area of focus, parents were found to be the most important factor in identity formation. Mothers represented a traditional model and orientation toward Finnish culture; fathers represented German lifestyle and orientation. Most subjects wanted to distance themselves from both, preferring to live "between" cultures. No problems with identity conflict were apparent, however. (Contains 16 references.) (EV)

ED 403 050

PS 024 965

Sunnari, Vappu

Prominent or Hard-Working? About Sex-Based Interpretation Frames in Education.

Pub Date—96

Note—14p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Foreign Countries, *Overachievement, *Sex Bias, Sex Differences, Sex Stereotypes, Student Attitudes, Student Characteristics, *Student Evaluation, Student Motivation, *Student Teacher Attitudes, Student Teachers

Identifiers—*Conscientiousness, Finland

This research project was inspired by an observation that in written descriptions of pupils by student teachers, gender appeared to play a role in the words used to describe successful students. Girls were interpreted as "overconscientious," while boys were regarded as "scientific types." The project centered on Anna, an elementary school girl who had been so described by one student teacher. The central objective was to find out the contents of the attribute "overconscientious" through examination of different voices: that of the student teacher through reports and discussion about Anna and Ismo (a successful male student); and those from a group discussion between Anna and four classmates identified by the teacher as successful but not overconscientious. (All of these students were male.) Analysis of the reports and discussions revealed that students believe an overconscientious person to be one who always gets full marks on tests, who feels an obligation to always get good marks, who does school work all the time—having no time for hobbies or friends, who answers with the words of the textbooks, and who works hard to please other people, such as through completion of

voluntary school work. Although Anna admittedly did not meet these criteria (her own stated criteria for overconscientiousness were somewhat different from those of the group's), boys appeared to have an ideologically-based, gendered orientation toward the label: Anna usually gets good marks, therefore she is overconscientious. This orientation was further evidenced by such comments as "All girls are overconscientious." (Contains 15 references.) (EV)

ED 403 051

PS 024 966

Rodd, Jillian

Socialization Attitudes and Practices of Korean Mothers of Young Children: The Influence of Context.

Pub Date—96

Note—12p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Rearing, Cultural Background, *Cultural Context, Cultural Influences, Foreign Countries, *Immigrants, Mothers, Parent Attitudes, Parent Child Relationship, Parents as Teachers, Socialization

Identifiers—Australia, *Koreans, Parenting Styles

When parents have settled outside their country of origin, their child rearing practices may become a mixture of traditional practices, idealized practices from their country of origin, and practices common in the adopted society. This research study investigated similarities and differences in child rearing attitudes and practices of Korean mothers living in urban and rural environments in Korea and Korean mothers living in urban Australia. Subjects were 62 volunteer mothers with at least one child age 3 to 6. A structured interview and the Parent as Teacher Inventory were completed; results revealed that the three groups of mothers held many attitudes in common. These included a preference for authoritarian practices when dealing with some child behavior, as well as a desire to encourage independence and self-reliance. Mothers from Seoul (Korea), unlike those from Kangnam (Korea) and Melbourne (Australia), did not appear to understand or emphasize the importance of play, and they had a wider variety of concerns about their children. Mothers in Melbourne appeared to have developed an appreciation for watching their children develop, which may be related to Australian families' concern and interest in child development. These mothers' understanding and skill in the areas of control and teaching and learning do not appear to be as well-developed as those of the mothers living in Korea, however, perhaps because of isolation from the mothers' native culture and uncertainty regarding expectations about parent-child relationships in Australia. (Contains 14 references.) (EV)

ED 403 052

PS 024 967

May, Helen Middleton, Sue

Early Childhood Herstories: An Oral History Project on the Changing Educational Ideas of Teachers in New Zealand.

Pub Date—96

Note—13p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Historical Materials (060) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, Educational Development, *Educational History, *Educational Theories, Foreign Countries, Interviews, Kindergarten, Oral History, *Preschool Education, Student Teachers, *Teacher Attitudes, Teacher Behavior, Theory Practice Relationship

Identifiers—*New Zealand

Most studies on the history of educational ideas have focused on what influential educational theorists and policy-makers have said and written at particular times, constructing a "view from the top." The project from which this article is derived focused on the ways theoretical debates have been "lived" by teachers in New Zealand, particularly how teachers have encountered and dealt with the various waves of "progressive" (or child-centered) educational thought. Up to 170 teachers age 25 to 90 will be interviewed for a book intended to create snapshots of particular periods (for example, the

1960s-70s and "neo-progressivism"). This article looks at the 1940s-50s through the voices of kindergarten teachers working at the time; following a brief overview on the structure and history of early childhood education in New Zealand, the article moves into a detailed examination of this period and its substantive transformation of progressive ideas (such as free play) into practice. Numerous quotes reveal teachers' experiences with the transition from time-tabled school routines to child-directed activities, and from management by private ladies' associations to more direct government involvement. Their comments reveal the complexity of interplay between "top down" support and direction and "bottom up" reactions. Contains 17 references. (EV)

ED 403 053 PS 024 968

Smith, Anne B.

Early Childhood Educare: Quality Programmes which Care and Educate.

Pub Date—96

Note—16p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Caregiver Child Relationship, *Child Development, *Early Childhood Education, *Educational Quality, Foreign Countries, Interaction

Identifiers—Cultural Values, Developmentally Appropriate Programs, *Educare, Intersubjectivity, Quality Indicators, Scaffolding, *Vygotsky (Lev S), Zone of Proximal Development

There is currently widespread international concern with delivering high-quality early childhood education and care to young children. Crucial to this effort is an appropriate way of defining and monitoring quality. This article explores the micro-context of quality care, that is, the nature of interactions between children and others (both teachers and peers). The article begins by defining "educare," a term which it adopts as appropriate for what should be occurring in early childhood educational settings. It next moves into a discussion of a socio-cultural framework of child development within the educare perspective, arguing against developmentally appropriate practice and in favor of increased attention to the social and cultural context of development and adults' role in it. The article then presents five principles of quality in educare settings, based largely on Vygotsky's ideas on child development (for example, the Zone of Proximal Development (ZPD) and scaffolding) as the internalization of social interactions and processes. The article then provides a more detailed discussion of some of these components of quality, such as letting learning drive development (rather than vice versa), creating intersubjectivity, recognizing the cultural context of educational goals, and understanding children's active role in the developmental process. Contains 34 references. (EV)

ED 403 054 PS 024 969

Angeloska-Galevska, Natasa

Children's Creativity in the Preschool Institutions in Macedonia.

Pub Date—96

Note—13p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Classroom Research, Creative Activities, *Creative Development, *Creativity, Creativity Research, Educational Environment, Foreign Countries, *Preschool Education, Teacher Attitudes

Identifiers—Creative Play, *Macedonia

Creativity is generally considered an attribute that everyone possesses to some degree and which can be nourished in the proper educational environment. This research project investigated conditions related to creativity development in preschools in Macedonia, operating with the hypothesis that optimal conditions for such development have not been achieved there. Categories used in the examination of creative conditions included characteristics of the curriculum, teaching style, available materials,

social relations between the educators and children, and teachers' attitudes toward creativity. Content analysis, observation, and a survey confirmed the hypothesis. Although children's free time included numerous creative activities, such as dramatization, narration, and art and modeling, directed activities in various school subjects were more rigidly conducted, with children allowed little decision-making power. Teachers overwhelmingly believed that preschool children possess creativity, but the use of creative teaching techniques was related to the educational level of the teacher, with university-educated teachers most likely to incorporate creativity. Results indicated a need to revise the state's curriculum program and to encourage instruction in creative pedagogy during teacher education. (EV)

ED 403 055 PS 024 970

Sood, Krishan

Quality Science Investigation in the Early Years.

Pub Date—96

Note—12p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Active Learning, Constructivism (Learning), Discovery Learning, Early Childhood Education, *Educational Quality, Foreign Countries, Learning Activities, *Science Activities, Science Process Skills, Skill Development, Total Quality Management

Identifiers—United Kingdom

Children develop investigative skills, a spirit of inquiry, and an understanding of science within an educational context of first-hand experience and purposeful play. This article explores the issue of quality in science instruction for young children, placing it within the larger framework of quality in early childhood education. The article begins with a look at the business principles of total quality management (TQM), asserting that they have relevance for primary education, particularly when teachers are viewed as managers. It next moves into a generalized discussion of good educational practice promoting active learning, before exploring the key features of an effective quality assurance system and teachers' role in its promotion of active learning. The article next describes and evaluates a grade-one science investigation, which involved children's observation and speculation on various characteristics of kiwis and noodles. The constructivist view of learning is then evaluated as it relates to quality science instruction. The article concludes with a brief description of Britain's 1993-94 OFSTED (Office for Standards in Education) findings on the state of science instruction in primary schools. Contains 22 references. (EV)

ED 403 056 PS 024 971

Suthers, Louie Larkin, Veronich

Early Childhood Arts Games.

Pub Date—96

Note—8p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Art Activities, Class Activities, Classroom Research, Classroom Techniques, Creative Activities, Curriculum Development, Dance Education, Dramatic Play, Early Childhood Education, *Educational Games, Foreign Countries, *Learning Activities, Movement Education, Music Activities, Teaching Methods

The arts are central to quality early childhood programs. Experiences in the arts commonly attract and sustain children's involvement and provide opportunities for individualized creative responses. This research project investigated the implementation of arts games (structured play experiences based on drama, music, dance, and movement) into the curriculum of an urban Australian day care center. Ten games were chosen for each of two classrooms, one containing 2-year-olds and the other 4- and 5-year-olds, and teachers were allowed to introduce the games as they wished over the six-week study period. Games for 2-year-olds included "fol-

low the sound," "pass the ball," and "What does the cow say?" Games for older children included "imitate the fall" and "musical hoops." Evaluation forms were completed by the teachers each time a game was played. Results showed that the games were easily adopted into the classroom, contributing to children's skill development and enjoyment. The teachers, who were initially uncomfortable with their skills in arts activities, found the games a manageable way to initiate such activities and gained confidence in the use and modification of them. (Contains 8 references.) (EV)

ED 403 057 PS 024 972

Willmott, Kathleen E. Lee-Harris, Stephanie

Let's Add R.I.C.E. (Relevant, Intercultural, Childhood Experiences) to Our Curriculum Menu!

Pub Date—96

Note—6p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Children's Literature, Cultural Activities, *Culturally Relevant Education, *Early Childhood Education, *Multicultural Education

Identifiers—Diversity (Student), *Multicultural Materials

In the United States and other countries experiencing large influxes of immigrants, how to acknowledge and address the increased diversity has been a challenge for early childhood education. This article explores the use of children's literature in this process, and includes a brief description and evaluation of five culturally diverse children's books. The article begins with a discussion of the benefits of children's literature and the history of cultural diversity within children's books. It continues with a description of the country's move from the cultural concept of a melting pot to that of a tossed salad, and then proposes definitions for "multicultural," "culturally diverse," and "cross-cultural" that can be applied in evaluating children's books. The article then assesses five books within the framework of these definitions, including "Everyone Cooks Rice" (Dooley), "I Speak English for My Mom" (Gomez), and "Amazing Grace" (Hoffman). It concludes with a description of the avenues of support available to educators implementing cultural diversity in the classroom. Contains 22 references. (EV)

ED 403 058 PS 024 973

Kankaanranta, Marja

Self-Portrait of a Child: Portfolios as a Means of Self-Assessment in Preschool and Primary School.

Pub Date—96

Note—11p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Early Childhood Education, Evaluation Methods, Foreign Countries, Informal Assessment, *Portfolio Assessment, *Self Evaluation (Individuals), *Student Evaluation

Identifiers—Authentic Assessment, Finland

Documentation and assessment are important elements in securing continuity, progress, and flexibility in the teaching and learning of young children. This article explores the first year of portfolio assessment in a kindergarten in Finland, asking such questions as: (1) What are portfolios and why are Taina (one particular student), her peers, teachers, and parents so enthusiastic about them? (2) How do children's portfolios reflect their individual growth, development and learning? (3) What is their influence on the children's self-knowledge? (4) Do the portfolio activities enhance a holistic learning environment? The article begins by defining "portfolio," which is a purposeful documentation and selection of a child's work that demonstrates progress over time. It discusses the advantages of portfolios, including their flexibility and individuality, and then provides some examples of information which may be included in a student's portfolio. It then provides a table listing the many

functions served by this kindergarten's "albums of growth," including self-knowledge, interaction among children, parental participation, and teacher knowledge of students, especially during the transition from kindergarten to elementary school. The remainder of the article presents examples of these various functions at work within this classroom, including quotes from students. Contains seven references. (EV)

ED 403 059

PS 024 974

Dumovska, Lena

Conditions for Appropriate Pedagogical Organizing and Performing of Play in the Preschool Institutions in Macedonia.

Pub Date—96

Note—9p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Facilities, Educational Quality, *Educational Resources, Foreign Countries, *Play, *Preschool Education, Teacher Attitudes

Identifiers—*Macedonia, *Play Materials

Play is an activity of basic importance for the development of children of preschool age. This research project examined the organization and use of play in preschool institutions in Macedonia, operating with a main hypothesis that there is an absence of optimal conditions for play in these preschools. Subjects were 28 preschools and 70 teachers; research methods included analysis of pedagogical documents, a questionnaire, and observation. Results revealed that although teachers have a positive attitude toward play and it is accorded appropriate importance in the country's educational program, actual material conditions are inadequate. Problems exist with the space, equipment, toys, and didactic materials necessary for the appropriate organizing and performing of play. Teachers' enthusiasm for modern approaches to the organization of play is undermined by the unsatisfactory condition of the material environment. (EV)

ED 403 060

PS 024 975

Singer, Elly

Children, Parents and Caregivers: Three Views of Care and Education.

Pub Date—96

Note—13p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Caregiver Child Relationship, Caregiver Role, *Childhood Attitudes, Day Care, *Early Childhood Education, Educational Research, Foreign Countries, *Parent Attitudes, *Research Needs, Research Problems, *Teacher Attitudes, *Theory Practice Relationship

Identifiers—*Caregiver Attitudes, Caregiver Behavior, Netherlands, Parent Caregiver Relationship

For too long, researchers and policy makers have considered themselves to be the only experts able to define quality in child care. That children, parents, and teachers have their own expertise in this area is often denied. This article explores the points of view of these three parties and attempts to demonstrate that researchers must be prepared to have their academic theories turned upside down. The article begins with children's perspective on quality child care as expressed through the voice of 13-year-old Maarten. His opinion that caregivers should simply do things they enjoy and allow children to participate or not, as they choose, has major implications for developmental psychology's emphasis on exclusive attention to the child. Conclusions can also be drawn about children's desire to be included in the adult world and about their recognition of the power inequality between themselves and adults (a fact often overlooked by developmental psychologists). The article's second section explores parents' perspective, such as their desire for child caregiving that minimizes family stress, takes a personal approach, and allows them equal footing with caregivers. Finally, the article presents the caregivers' perspective, pointing out the limited applicability of much research that has

focused on caregiver-child dyads: day care workers are often responsible for 12 to 14 children. It concludes with a call to researchers to relinquish their claim to superiority and to begin work on new context-bound theories that incorporate the interested parties' points of view. Contains 28 references. (EV)

ED 403 061

PS 024 976

Kovac-Cenovic, Tunde

How Can We as Parents and Educators Foster Metacognitive Development?

Pub Date—96

Note—15p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children, *Cognitive Development, Cognitive Processes, Early Childhood Education, Foreign Countries, *Metacognition, Mothers, Parent Child Relationship, *Parent Role

Identifiers—Dyads, *Vygotsky (Lev S), Yugoslavia, Zone of Proximal Development

This Yugoslavian study aimed to describe the ways in which mothers are (or are not) using the opportunity, created by interacting with their children on tasks which are in the child's Zone of Proximal Development (ZPD), to foster the child's metacognitive development. The underlying assumption of this study on metacognition is derived from the Vygotskian conception of development. The mechanism of metacognitive development is seen as internalization, proceeding from other-regulation or joint regulation to self-regulation. It occurs in adult-child interactions in the Zone of Proximal Development, in the course of which the adult is expected to gradually hand over metacognitive control to the child. Subjects for the study were 42 children ages 7 and 8 years, and their mothers. Metacognitive development was assessed through several methods, including a meta-memory interview (MMI), guessing game, forbidden colors game, and text underlining task (children completed these games and tasks independently and with their mothers). Complex correlations between variables related to metacognitive development and to mother-child interaction, revealed that mother-child interaction had affected the children's metacognitive development by age 7 or 8, and that features of the interaction which have the greatest impact on development can be clearly encompassed in the Vygotskian framework. Results also showed, however, that metacognitive regulation (especially planning and checking) was not made transparent for the child by the mother, leading to the conclusion that development of independent thinking is not stressed, possibly because of authoritarian cultural attitudes. (Concludes with a description of a proposed intervention program for metacognitive development. Contains 33 references.) (EV)

ED 403 062

PS 024 977

Husa, Sari

Physical Punishment and Education in Early Childhood: The Case of Finland.

Pub Date—96

Note—12p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Rearing, *Corporal Punishment, *Discourse Analysis, Early Childhood Education, Foreign Countries, Parent Attitudes, Social Attitudes

Identifiers—Disciplinary Styles, *Finland, Foucault (Michel), *Textual Analysis

In Finland, physical punishment of children is clearly forbidden by the Child Custody Act of 1983, but studies show that up to 72 percent of children under age 14 have experienced corporal punishment at home. This conflict is the subject of the proposed research study described in this article. The article begins with a legislative history of corporal punishment in Finland, and then provides a summary of research on its prevalence and attitudes toward its use. Following is a discussion of the proposed

research, which will focus on the conflict between scientific and legal condemnations of corporal punishment and the "common knowledge" that it is sometimes necessary in child rearing. The study's methods, which involve analysis of texts, are described, including the choice of text sources (pedagogical books, legal regulations, and newspaper copy) and the use of Foucault's archaeological method. The article concludes with a description of the study's social function, which includes the uncovering of previously forgotten assumptions operating within discourse on corporal punishment. Contains 34 references. (EV)

ED 403 063

PS 024 978

Kerr, Kaye

Special Needs Children: Sick Children—A Challenge for Child Care.

Pub Date—96

Note—11p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Caregivers, Day Care, Early Childhood Education, *Family Day Care, Foreign Countries, Models, *Sick Child Care

Identifiers—Canada, *Caregiver Attitudes, Caregiver Behavior, Caregiver Qualifications

Because in the normal course of events most children become briefly ill, families are forced to deal with problems of arranging alternative child care. This article develops a model of the factors influencing family day care workers' acceptance of acutely ill children into care. The article begins with a summary of the research on which the model is based, which found that: (1) the overall training of care providers impacts their level of concern for dealing with sick children; (2) those providers who are very concerned about dealing with sick children have problems with difficult children in general, and with planning and curriculum; and (3) the stress level of very concerned providers is related to their perception of the complexities of caring for well and sick children at the same time. The article then describes the model's six components. They are the provider's: (1) education and training, with more education leading to more competence; (2) recognition of illness, which is enhanced through experience and education; (3) susceptibility to pressure, based on a complex mix of personal, interpersonal, and economic factors; (4) home and family, with the caregiver's physical circumstances influencing the ability to accommodate an ill child; (5) professional responsibility, with professional associations enhancing caregivers' decision-making ability; and (6) societal and cultural context, which influences procedures and accommodations made for the care of sick children. Contains 14 references. (EV)

ED 403 064

PS 024 979

Pirila, Silja And Others

The Play of Disabled Children in Early Development.

Pub Date—96

Note—14p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Developmental Disabilities, Disabilities, Early Childhood Education, *Early Intervention, Exceptional Child Research, Foreign Countries, *Motor Development, Physical Disabilities, *Play, Psychomotor Skills, Severe Disabilities, *Young Children

Identifiers—Finland

Play is a central facilitating element of early development. As a child plays, he or she practices spontaneously cognitive, emotional, and motor abilities. This research project, part of a larger project on early intervention with young disabled children, investigated the play of children with a motor handicap. The sample consisted of 61 disabled children age 0 to 7 years who regularly visit the department of Paediatric Neurology at Tampere University Hospital in Finland. Cognitive development and motor functioning were assessed with formalized tests, and play activities (both structured and unstructured) were videotaped, and the level of play and motor functioning were assessed. Preliminary

nary results, presented in three examples of individual children, revealed extensive variation among children. Although most made progress in play activities and in mental and motor functioning, several did not (they had severe mental and motor disabilities). The capacity of the child's gross motor functioning affected play development: the better the gross motor functioning, the higher the level of play. Results also suggested that disabled children exhibit pattern of developmental play sequence similar to that of nondisabled children. (Contains 38 references.) (EV)

ED 403 065 PS 024 980

Tossavainen, Kerttu And Others

An Evaluation of Health-Promoting Schools in the Finnish Network.

Pub Date—96

Note—10p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Foreign Countries, *Health Education, Health Programs, *Health Promotion, Program Attitudes, Program Effectiveness, School Community Relationship, Teacher Attitudes

Identifiers—Finland

The European Network of Health-Promoting Schools aims to promote health in the school community by supporting development of health education programs, introducing new teaching methods, presenting applicable action models, and increasing collaboration between schools and the community. This article describes and evaluates the functioning of the network in Finnish schools through conclusions drawn from an interview of teachers. Two themes are explored: cooperation and interaction in the school community, and the process of planning the health education curriculum. The article begins by describing the elements of the network's program, including within-school programs, cooperation between school and local authorities, involvement of the community, changes in health policies, and the role of the media. The article then presents conclusions from the teacher interviews. In the area of cooperation and interaction, topics such as changes in personal relationships, common activities, parental involvement, and external partnerships are discussed. In the area of health education curriculum, issues discussed include the portion of the curriculum allocated to health education, the involvement of students, its integration into other subjects, and the role of the teacher. The article concludes that the network's program has contributed to a more systematic, and therefore more effective, approach to health education. (EV)

ED 403 066 PS 024 981

Holappa, Arja-Sisko

Futures Thinking—A Perspective To Improve the School.

Pub Date—96

Note—12p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Economic Status, Educational Change, Educational Improvement, *Educational Trends, *Elementary Education, Equal Education, Foreign Countries, *Futures (of Society), Sex Bias, Unemployment

Identifiers—Finland

When considering educational improvement, there are several enormous challenges external to schools that must be faced, including rapid changes in economics and technology, the vast growth of knowledge, and global ecological problems. This article addresses weaknesses and opportunities for change in Finnish primary schools, analyzing the current system with an eye to future social trends. It begins with a discussion of striving for homogeneity in educational opportunities for Finnish children, and then describes current research on the nature of the country's academic achievement levels. It then moves into a discussion of two areas in which this homogeneity of opportunity has not been

achieved: gender equality and socioeconomic status. The article then explores future trends and education's response to them, such as changing views of the value of different types of learning (theoretical, processed information versus experiential learning, global and thinking, for example) and the changing nature of work (for example, the suggestion that rising unemployment rates call into question traditional educational models). The article concludes with some comments on how this "futures" perspective can be incorporated in everyday education. Contains 39 references. (EV)

ED 403 067 PS 024 982

Hayes, Noirin

Early Education in Ireland—Towards Collaboration or Collaboration?

Pub Date—96

Note—7p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Early Childhood Education, Economically Disadvantaged, Educational Cooperation, *Educational History, Educational Improvement, Foreign Countries, Government Role, *Government School Relationship, Private Agencies

Identifiers—Historical Background, *Ireland

An examination of service delivery in early childhood education in Ireland reveals that the lack of a national policy has led to a great variation in services, little possibility for assessing and regulating quality, and a very limited choice for many children and their families. This article describes Ireland's system for early education provision, including a historical summary, and makes suggestions for improvement. It begins with a listing of some facts about the system, such as: (1) most early educational services are provided by voluntary or private organizations; (2) state support is exclusively for disadvantaged children; and (3) there is no state regulation of early childhood services. It then explores the three branches that make up the system—the Department of Education, the Department of Health, and the community/voluntary sector—providing a chronological explanation of their involvement. The article concludes with a description of recent events that hold promise for early childhood education in Ireland (such as the appointment of a junior minister for child care) and a list of general suggestions to improve the system. Contains nine references. (EV)

ED 403 068 PS 024 983

Thornley, Christina

Formal Schooling for 5 Year Olds in New Zealand.

Pub Date—96

Note—7p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, Educational Environment, Foreign Countries, *Individualized Instruction, National Curriculum, *Primary Education, *School Readiness, Student Adjustment, Student Centered Curriculum, Student Needs, Teaching Methods, *Young Children

Identifiers—Developmentally Appropriate Programs, New Zealand

Compulsory schooling commences for children in New Zealand when they are 6 years old, but all primary schools accept children from the day of their fifth birthday. On any school day, a new pupil may enter the class for new entrants and become part of the school system. This article explores the creation of an appropriate environment for these new entrants, advocating child-centered learning activities in which demands of the national curriculum are balanced with attention to emotional needs and social development. The article begins with a brief description of New Zealand's "National Curriculum Framework" and points out the need for teacher competence in incorporating the needs of 5-year-olds into the design of their class program. It next discusses aspects of new entrants' transition to

school, such as conforming to a schedule and relating to peers, and advises teachers to know each child's abilities individually in order to adapt curriculum standards to their developmental needs. The remainder of the article concerns the design of learning activities, suggesting that teachers remember variety in learning styles, promote independent activity, and create a stable, physically-conducive classroom environment. (EV)

ED 403 069 PS 024 984

Syrjala, Leena

The Teacher as a Researcher.

Pub Date—96

Note—14p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Action Research, Classroom Research, *Educational Research, Educational Researchers, Elementary Secondary Education, Foreign Countries, Higher Education, Professional Development, Self Evaluation (Individuals), Teacher Improvement

Identifiers—Finland, *Teacher Researchers

Self-evaluation requires teachers to have an ability to systematically reflect on their own pedagogical activities; action research supports and helps teachers in this process. This article explores the use of action research by teachers to improve both their own expertise and their educational environment. The article begins with a discussion of teacher education in Finland, describing the transition from a "training paradigm" in which teachers are seen as users rather than producers of knowledge, to a paradigm that emphasizes reflection by teachers and an inquiring culture in education. It next describes the development of the idea of teachers as researchers during the past 40 years, including the theories of Lawrence Stenhouse, the need to emancipate teachers' "voices" from school authorities, the expanding collaboration between teachers and researchers, and the recent growth in Finland in its role in teacher education. Following is a description of characteristics of action research, such as its four elements (action, reflection, retrospection and prospecting); four categories of teacher research (journals, oral inquiries, classroom studies, essays); and Altrichter's (1993) six principles of action research. Last, the significance of action research for professional development, as a strategy of change in educational institutions, and as a production of new knowledge in education and learning, is explored. Contains 32 references. (EV)

ED 403 070 PS 024 985

De Batistic, Marcella Plestenjak, Madja

The New Initial Programme for Preschool Teachers in Slovenia.

Pub Date—96

Note—10p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Improvement, Educational Quality, Foreign Countries, Knowledge Base for Teaching, Preschool Education, *Preschool Teachers, *Teacher Education, Teacher Education Curriculum, *Teacher Education Programs

Identifiers—*Slovenia

Studies have shown that early years teachers are the most influential factor contributing to the quality of early years education. Well-educated teachers are professionally more competent and can decisively influence the quality of curriculum, which is becoming less and less centrally defined. This article describes the creation of a new program for the education of preschool teachers in Slovenia, which is the result of changes throughout the state school system. The article begins with a brief description of the current teacher education program and lists five reasons for its reform. The article next describes the process of developing the program, including research undertaken to compare Slovenia's system to other European countries, the list of issues addressed, and the parties involved. It then describes the program itself, including assump-

tions on which it is based, its aims, areas of knowledge into which the program is organized, its use of practice teaching, and its syllabus. Contains nine references. (EV)

ED 403 071 PS 024 986

Restaino-Kelly, Arlene. Handler, June Moss

The Dart Mentor Teacher Model: Training Early Childhood Supervisors To Assist Beginning Teachers.

Pub Date—96

Note—11p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Caregiver Child Relationship, *Day Care, Early Childhood Education, Educational Improvement, Infant Care, *Mentors, Professional Development, Program Evaluation, Supervisors, Supervisory Methods, *Supervisory Training

Identifiers—Interactionism, New Jersey, Supervisor Supervisee Relationship

DART is a New Jersey statewide center for Dissemination, Advocacy, Research, and Training related to infants and toddlers, their families, and caregivers. This article describes the Trainer of Trainers mentoring model adopted by DART to increase the competency of child care supervisors and therefore the quality of care for infants and toddlers. It begins with an introduction to DART and the training program, including its participants, mission, structure, and objectives. Following is a description of the program's curriculum, such as its reliance on an interactional model of caregiver-child relationships, its three themes (child/adult development; the interactional processes of signaling, reciprocity, synchrony, attunement, and acknowledgment; and clinical supervision/mentoring), and the skills it is intended to develop. Next is a description of the course outline and development, including the topics of its 14 seminars and their relation to the program's 3 themes. The remainder of the article describes the results of an evaluation study completed in the program's third year, which was conducted in three parts: (1) a process evaluation to document the effects of training on participants and their classrooms; (2) policy and implications; and (3) outcome evaluation to make recommendations for improvement and to develop strategies to institutionalize the program. Contains 13 references. (EV)

ED 403 072 PS 024 987

Gifford, Sue

Interdisciplinary Early Childhood Education Teacher Certification.

Pub Date—96

Note—14p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Early Childhood Education, Interdisciplinary Approach, State Regulation, *State Standards, *Teacher Certification, Teacher Education, Teacher Evaluation

Identifiers—Kentucky

Early childhood teacher certification became an issue in Kentucky in 1986 with the passage of a federal law giving responsibility for services for children under kindergarten age to public school districts. This article deals with: (1) the development of interdisciplinary early childhood education teacher certification requirements in the state of Kentucky; (2) the process for obtaining certification in the state; and (3) a comparison of Kentucky's interdisciplinary standards to proposed national standards. The article begins with a description of the regulatory history leading to adoption of licensure for early childhood educators. It next describes the process for obtaining an Interdisciplinary Early Childhood Education (IECE) Teacher Certification, including state-regulated program standards, methods of assessment (including suggested portfolio contents), and written testing requirements. The article concludes with comparison of Kentucky's standards to proposed national standards, asserting that the national standards' strong emphasis on classroom teaching and academic disciplines in

early elementary teacher training results in inadequate training for educators who serve younger children. Appendices present IECE Teacher Standards, topics covered in testing, and standards drafted by the National Board for Advanced Certification of Early Childhood/Generalist Teachers. (EV)

ED 403 073 PS 024 988

Karila, Kirsti

Situated Learning in Kindergarten Teacher Education.

Pub Date—96

Note—10p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Context Effect, Foreign Countries, Higher Education, Kindergarten, *Learning Processes, Models, Preschool Education, *Preschool Teachers, *Student Teachers, Teacher Education

Identifiers—Expertise, Finland, *Interactive Learning Process Model, Learning Environment, *Situated Learning, Situational Effects

Recent approaches in the study of learning describe it as an interactive process. Learning is seen to take place in the participation framework, between the person and his or her environment, rather than in the individual mind. This study examined the construction and development of expertise as a situational and contextual process, with the learning environment forming the arena and "partner" for individual learning and development. Subjects were nine student teachers in a college for kindergarten teaching in Finland. Data were collected from 1991 to 1994 in two areas: individual data and environmental data. Individual data were gathered through observations and video recordings of student teaching sessions and through student interviews and diaries. Environmental data were gathered from written documents (for example, curricula), supervisor evaluations and interviews, and observation. Preliminary findings suggested that the development process of expertise during teacher education can be described as a continuum of situational learning experiences. The situational experiences were constructed in the interaction process between the learner and his or her environment (which contained both physical and social dimensions). They formed a kind of path for the development process which was constructed according to the characteristics of the interaction partners and the nature of the interaction. The nature and development of this path seemed significant for the quality and content of learning. (Contains 16 references.) (EV)

ED 403 074 PS 024 989

Ashelman, Polly

Portfolio Assessment: An Early Childhood and Family Studies Department Model.

Pub Date—96

Note—9p.; In: "Childhood Education: International Perspectives," see PS 024 960.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Early Childhood Education, Evaluation Methods, Higher Education, *Portfolio Assessment, Portfolios (Background Materials), Professional Development, Self Evaluation (Individuals), Student Evaluation, *Student Teacher Evaluation, Student Teaching, *Teacher Education, Writing Evaluation

Identifiers—Authentic Assessment, Cognitive Model for Assessing Portfolios, *Kean College of New Jersey

Portfolios represent the intersection of assessment and instruction, and they provide a framework for viewing evaluation as complex, multidimensional, and dynamic. This article describes the system of portfolio assessment adopted by the Department of Early Childhood and Family Studies at Kean College of New Jersey, which is based primarily on Paulson & Paulson's (1990) Cognitive Model for Assessing Portfolios. The article begins by describing three departmental goals for the use of portfolio assessment; it then discusses the model's three dimensions and how they are incorpo-

rated into the department's system: (1) the stakeholder dimension, involving the relationship of mutual investment shared between each student and faculty advisor; (2) historical dimension, emphasizing changes over time; and (3) activities dimension, describing the contents of the portfolio and illustrating the department's philosophy. The article provides more detail on three facets of the activities component—writing, professional development, and practice—including tasks and courses completed in each area and evaluation conducted. It concludes with a description of how the portfolio system is implemented and early indications of its success. Contains eight references. (EV)

ED 403 075 PS 024 991

Wallace, Julia A. W.

The Relationship of Maternal Employment to Kindergarten Children's Adjustment.

Pub Date—Jun 96

Note—15p.; Paper presented at the Head Start National Research Conference (3rd, Washington, DC, June 20-23, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Behavior, Dependency (Personality), *Emotional Adjustment, *Employed Parents, First Born, Interpersonal Competence, *Kindergarten Children, Mother Attitudes, *Mothers, Parent Influence, Parent Role, Primary Education, Student Adjustment

With increasing numbers of mothers entering the workforce, interest has focused on which elements and conditions of maternal employment have predictable effects on children. This investigation assessed the relationship of maternal employment factors and selected maternal attributes (career salience, maternal role investment, and maternal separation anxiety) on kindergarten children's adaptive behaviors (pro-social behaviors, anti-social behaviors, academic competence, and psychosomatic behaviors) and dependency in children of kindergarten age. The subjects were 80 Caucasian mothers and their first-born children. The social competence of children was rated by their mothers and teachers; maternal attributes were reported and self-rated by the mothers. Analyses revealed that employed mothers perceived their children to be more hyperactive/distractible, more dependent, less academically competent, and less independent, than did unemployed mothers. Teachers perceived the children of employed mothers to be less altruistic than those of unemployed mothers; mothers high in career salience reported altruism, independence, and extroversion in their children whereas the children's teachers did not. (EAJ)

ED 403 076 PS 024 995

Shearer, Christopher A.

The Evolution of Financing: One School Health Center's Success Story. A Special Report of the National Health & Education Consortium.

National Health & Education Consortium, Washington, DC.

Spons Agency—Aetna Life and Casualty Foundation, Inc., Hartford, CT.

Report No.—ISBN-0-937846-30-9

Pub Date—96

Note—32p.

Available from—National Health and Education Consortium, c/o Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036 (\$5).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Secondary Education, Financial Needs, *Financial Support, Fund Raising, Health Needs, Program Administration, Program Effectiveness, *School Health Services

Identifiers—Colorado (Commerce City), *School Based Health Clinics, School Based Services

This report reviews the financial history of one successful school health center, Commerce City Community Health Services (CHS), in Commerce City, Colorado. The report reviews the center's 20-

year history to provide an example of how often and how notably a center's sources of financial support can change over years of operation. The story of CHS's success is told by its executive director, Betty Pepin, and highlights two lessons for all school health center planners or managers: (1) from the beginning, staff must consider how they will ensure the center's continuation; and (2) a varied base of financial support is key to sustainability and growth of services. The report is part of the National Health and Education Consortium's (NHEC) publications series on school-based health centers and the first of two reports documenting stories of success by school-based health centers. Appendices provide school-based health center financing references, and an NHEC overview and membership roster. (Author/EV)

ED 403 077 PS 024 998

Juelsgaard, Cheri

Early Childhood Motor Skills Information Packet.

Spons Agency—Iowa State Dept. of Education, Des Moines. Bureau of Special Education.

Pub Date—1 Feb 96

Note—75p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Disabilities, Exercise, Exercise Physiology, Lesson Plans, *Motor Development, Motor Reactions, *Movement Education, *Muscular Strength, Physical Activities, Physical Development, *Physical Education, Physical Fitness, Physical Health, Preschool Education, *Psychomotor Objectives, *Psychomotor Skills, Special Needs Students, Tumbling

Identifiers—Balance, *Balance Training, Balls, Catching, Throwing

This activity book is designed to assist teachers in enhancing preschool children's motor skills, physical development, and social skills, and to build young children's self-esteem. The activities are designed for both disabled and nondisabled children. The first section of the book suggests specific activities in 13 categories of motor skills: (1) body awareness; (2) locomotor activities; (3) balance; (4) tumbling; (5) throwing; (6) catching; (7) kicking; (8) striking; (9) dribbling/shooting; (10) ball rolling; (11) scooters; (12) obstacle course; and (13) parachutes. The second section provides sample lesson plans to develop the specific motor skills. The third section provides sample integrated plans for a month in an effort to adapt physical education to the whole of the child and assist in exploration and understanding of the environment. The fourth section provides sample special activity days and contains a planned mini Olympics to codify what the preschoolers have learned during the year in physical education. The final section consists of miscellaneous activities such as the A to Z's of physical education, recess activities, games, equipment uses and alternate uses, and adaptive uses for household and inexpensive items. Contains a listing of reference sources for further information and sources of creative play activities and suppliers. (SD)

ED 403 078 PS 024 999

Skuy, Mervyn, Ed.

Mediated Learning in and Out of the Classroom.

Witwatersrand Univ. (South Africa).

Report No.—ISBN-1-57517-059-0

Pub Date—96

Note—200p.

Available from—IRI/Skylight Training and Publishing, Inc., 2626 South Clearbrook Drive, Arlington Heights, IL 60005; phone: 800-348-4474; fax: 847-290-6609 (Item No. 1446, \$29.95).

Pub Type—Guides - Classroom - Teacher (052) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cognitive Ability, Cognitive Development, *Cognitive Processes, *Cognitive Psychology, Elementary Secondary Education, Foreign Countries, *Learning Processes, Learn-

ing Strategies, *Learning Theories, Metacognition, Problem Solving, *Thinking Skills

Identifiers—Cognitive Models, Cognitive Research, *Feuerstein (Reuven), *Mediated Learning Experience

Reuven Feuerstein's theory of Mediated Learning Experience was developed to explain individuals' different propensities for learning by linking those differences to an individual's exposure—through specific experiences—to his or her own culture, irrespective of its nature or level of conceptualization, technology, or institutionalized education. This manual defines the principles and applications of Feuerstein's theories of Structural Cognitive Modifiability and Mediated Learning Experience (MLE). The purposes of the book include encouraging autonomous learning, promoting the use of effective thinking skills, improving parenting, remediating cognitive dysfunctions, analyzing a student's cognitive strengths and weaknesses, and encouraging metacognition. Section 1 of the book explains the concepts of MLE, invites participatory learning, evaluates the effectiveness of a learning experience, and provides ideas for implementing MLE. Each of the 10 chapters begins with a symbol and definition for its specific criterion (such as "sharing" or "individuation") and contains an elaboration page to provide discussion of the criterion, an example page to provide applications of the criterion in and out of the classroom, and work pages to promote active participation. Section 2 of the book explains cognitive functions and dysfunctions, and the relationship among the input, elaboration, and output phases of thinking; demonstrates how a teacher might identify a student who is experiencing cognitive difficulties; provides strategies for overcoming cognitive difficulties; and links the strategies of remediation to Feuerstein's criteria. Each of these three chapters begins with a description page, a strategies page which provides suggestions for overcoming deficiencies, and work pages. Contains 21 references. (SD)

ED 403 079 PS 025 001

Bodenburg, Dorothy A.

Overachieving Parents, Underachieving Children: Working Together to Help Your Child Find Success.

Report No.—ISBN-1-56565-077-8

Pub Date—93

Note—234p.

Available from—Contemporary Books, 180 North Stetson Avenue, Chicago, IL 60601 (\$14.95; Canada, \$19.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Achievement, Achievement Need, Adolescents, Aspiration, Child Rearing, *Childhood Attitudes, Children, Elementary Secondary Education, Failure, Family Environment, High Achievement, Individual Development, Objectives, *Parent Aspiration, *Parent Child Relationship, *Performance Factors, Self Actualization, *Self Esteem, Standards, Success, *Underachievement

Noting that the interpersonal dynamics between parents who are high achieving and children who are not achieving up to their potential can be the cause of the disparity, this book explores how children become underachievers and how parents can improve their expectations and the emotional climate to allow their child to feel happy and successful. The chapters of the guide are: (1) "Breaking the Cycle"; (2) "Why Children Become Underachievers"; (3) "Do You Recognize Your Child?" on temperaments, thinking styles, and learning disabilities; (4) "Different Children, Different Patterns of Behavior"; (5) "Do You Recognize Yourself?" on counterproductive expectations and parenting practices; (6) "Creating a Family Structure," on a family environment that allows the child to feel loved and accepted for who he or she is; (7) "Putting the Relating in Communicating," on trusting, listening, expressing, and responding; (8) "Supporting Your Child in Getting Where He Wants to Go," on clarifying goals; (9) "Turning Power Struggles into Teamwork"; and (10) "The Joy of the Journey," on shifting emphasis from product to the

learning process. Contains a 25-item bibliography. (HTH)

ED 403 080 PS 025 006

Jensen, Jytte Juul

Men as Workers in Childcare Services. A Discussion Paper.

European Commission Network on Childcare, London (England).

Pub Date—96

Note—56p.; Photographs may not reproduce well.

Available from—European Commission Network on Childcare, c/o Thomas Coram Research Unit, 27/28 Woburn Square, London WC1H 0AA, England, United Kingdom (free).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Child Care Occupations, *Child Caregivers, Child Development, Day Care, Day Care Centers, Early Childhood Education, Employment Patterns, Foreign Countries, *Males, *Nontraditional Occupations, Parent Attitudes, Personnel Integration, *Policy Formation, Sex Bias, Sex Differences, Sex Role, Sex Stereotypes, Work Attitudes

Identifiers—Caregiver Attitudes, Caregiver Training

For some years, the European Commission on Childcare and Other Measures to Reconcile Employment and Family Responsibilities has given priority to the role of men as caregivers. Work in child care services remains one of the most gender-segregated occupations in the entire labor force, and this discussion paper adopts a clear position that more men should be so employed. The paper is concerned with three questions: (1) Why is it important to get more men employed in child care services? (2) What conditions are necessary to achieve this? (3) How can these conditions be achieved? There are two main sections. The first section examines the reasons for employing more men, considering the case in terms of children, staff, parents, men themselves, and the labor market. This section also considers some arguments against employing more men: that they lack sufficient competence or interest; that they will "take over" the profession from women; and that sexual abuse will increase. The second section considers what policies might encourage and support more male employment. It includes a series of questions to encourage discussions among all parties involved in child care services. The paper also presents examples of initiatives that have already been taken in a variety of countries, mostly Nordic. It starts with one of these examples, an "equal rights" center in Sweden that employs an equal number of male and female staff, to set the scene for the discussion that follows. Contains 19 references. (EV)

ED 403 081 PS 025 008

Mayfield, Jim, Miller, Marna Geyer

The 1994 Child Care Rate Study: Licensed Child Care in Washington State.

Washington State Dept. of Social and Health Services, Olympia.

Pub Date—Jun 96

Note—98p.

Available from—Office of Research and Data Analysis, Budget Division, Department of Social and Health Services, Olympia, WA 98504-5204 (Report 7.75).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Child Caregivers, *Day Care, *Day Care Centers, Early Childhood Education, Economically Disadvantaged, Family Day Care, State Surveys, Tables (Data), *Wages

Identifiers—Child Care Costs, *Washington

In 1994, the Department of Social and Health Services (DSHS) in Washington state subsidized child care for about 35,000 children each month, with financial support provided in part by federal funds. The primary objective of this survey, the fourth in a series, was to set local maximum rates for subsidy programs based on the private-paying child care market, thus ensuring compliance with

federal requirements and continued federal funding. A second objective was to provide policy makers with additional data about licensed child care in the state, including: (1) the population of children receiving licensed child care; (2) capacity and vacancies in licensed facilities; (3) costs associated with providing child care, such as salaries, benefits, and liability insurance; and (4) characteristics of providers. Following a summary of major findings, the report is presented in six chapters with two appendices. Chapter 1 introduces the study and describes its methods; chapter 2 provides an overview of the industry; chapter 3 gives detailed descriptions of the children in licensed care; chapter 4 describes the traits of providers; chapter 5 details the rates charged for licensed child care; chapter 6 summarizes the use of DSHS child subsidy programs; and two appendices show all available county-by-county data in tables and maps. (EV)

RC

ED 403 082

RC 020 772

Nguyen, Thi Van Vu, Van Duc

Women's Literacy and Empowerment.

Pub Date—[94]

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Distance Education, *Educational Development, *Educational Needs, Educational Policy, Elementary Secondary Education, Employed Women, *Empowerment, Foreign Countries, Higher Education, Job Training, *Literacy Education, Rural Education, *Rural Women, Social Problems, *Womens Education

Identifiers—*Vietnam

This paper discusses initiatives of the Vietnamese government to address the educational and training needs of the working population, particularly women. Since 1986, the Vietnamese government has initiated efforts to develop a multisectoral, market-oriented economy. Education and training are considered to be essential for promoting long-term national development. Thus, the government has focused on the development of higher education and the provision of basic education to working people, especially rural women. The current population of Vietnam is 73 million, including 20 million working women between the ages of 15-55. Seventy-five percent of working women are farmers who play a major role in food production. However, Vietnamese women particularly in rural areas, face many difficulties: unemployment, underemployment, poverty, lack of knowledge and experience in a market economy, and a high rate of illiteracy. Approximately 5.6 million women are illiterate, 89 percent of whom live in rural areas. Since 1990, the government has implemented literacy programs with the goal of raising literacy rates for people aged 15-35. Follow-up literacy courses focus on functional literacy and address such issues as environmental protection, drug abuse and AIDS prevention, child rearing, small business management, and cultural preservation. In addition, job skill training and distance education have been integrated to further meet the educational and training needs of women. The government believes that the education of women will result in effective parenting skills, lowering the school dropout rate, and cultural preservation. The significant number of female teachers at all levels of education illustrates the success of the government's efforts to promote the education of women. (LP)

ED 403 083

RC 020 794

Franklin, Bobby J. Glascock, Catherine H.

The Relationship between Grade Configuration and Student Performance in Rural Schools.

Pub Date—Oct 96

Note—56p.; Paper presented at the Annual Conference of the National Rural Education Association (San Antonio, TX, October 11-14,

1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Academic Persistence, *Educational Environment, Elementary Schools, Instructional Program Divisions, Intermediate Grades, Middle Schools, *Rural Education, *School Holding Power, *School Organization, School Size, Secondary Education, Secondary Schools, Socioeconomic Status

Identifiers—*Grade Span Configuration, *Louisiana, Unit Schools

This paper examines the relationship between a school's grade configuration and student performance in Louisiana. Student performance was measured by academic achievement (standardized test scores) and student persistence (attendance, suspensions, expulsions, and dropouts). Elementary schools, middle schools, secondary schools, and combination (K-12) schools were examined using grade-level data for grades 6, 7, and 9-12. Also considered were school socioeconomic status (SES) (percentage of students receiving free lunch) and school size (size of the grade-level under consideration). Results indicate that sixth- and seventh-grade students performed better in elementary and K-12 schools than in middle or secondary schools, in terms of both achievement and persistence. Students in K-12 schools performed as well as those in elementary schools overall and performed better in some cases (grade 6 and high poverty). For grades 9-12, the K-12 school was more beneficial to students than the traditional secondary school, particularly in the area of student persistence or conduct. With regard to academic achievement, secondary schools did not differ significantly from K-12 schools regardless of school size or SES. School size did appear to impact 11th- and 12th-grade student persistence more within the secondary school environment than that of the K-12 school. Contains 34 references and 29 data tables and figures. (Author/SV)

ED 403 084

RC 020 808

Blair, Janet And Others

Selected Readings from CHIME, Winter 1995.

National Coalition of Advocates for Students, Boston, MA. CHIME—Clearinghouse for Immigrant Education.

Pub Date—95

Note—26p.; Printed on colored paper.

Available from—CHIME/National Center for Immigrant Students, 100 Boylston St., Suite 737, Boston, MA 02116.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Clearinghouses, Early Childhood Education, Elementary Secondary Education, Immigrants, Information Sources, *Limited English Speaking, *Migrant Education, *Multicultural Education, *Parent Education, Parent Materials, Parent Participation, Special Education, *Student Placement

The Clearinghouse for Immigrant Education (CHIME) facilitates public access to literature, research, teaching materials, and human resources to promote the effective education of immigrant students. This document contains four issues of "Selected Readings," a periodic publication that presents resources from the CHIME collection on a given subject. The 85 entries are grouped according to subject: are listed alphabetically by author; and include publishing date, title, journal or publisher, number of pages, an abstract, and ordering information. "Effective School/Family Interventions for Migrant Students" is broken down into the following subtopics: migrant students profile and educational barriers; school staff training and teaching strategies; and home/school partnerships. "Resources on School Restructuring: Admission and Placement" covers school admission, tracking, and ability grouping; alternatives to tracking and ability grouping; and special education. "Diversity in Early Childhood Education" includes the subtop-

ics multicultural education; linguistic diversity and second language learning; developmentally appropriate practice—enhancing diversity; cultural diversity and parent/family involvement; and assessment and retention—working towards equity. "Parent Education and Parent Training" was designed for Mobilization for Equity partners and is divided into two sections. The first is aimed at parents, the second at project staff and administrators. Includes ordering information for those items available from CHIME. (TD)

ED 403 085

RC 020 810

Valadez, Cristina, Comp.

Resources for Community Organizing.

National Coalition of Advocates for Students, Boston, MA.

Pub Date—Apr 95

Note—16p.; Compiled by the Mobilization for Equity Resource Center.

Pub Type—Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Activism, Advocacy, Annotated Bibliographies, Change Agents, Citizen Participation, *Clearinghouses, *Community Action, Community Development, Community Education, Educational Change, *Information Sources, *Leadership Training

Identifiers—Coalitions, *Community Empowerment, *Organizing Strategies, Social Justice

This document is composed of two parts: a bibliography of community organizing and support materials and a directory of community organizing resource centers. The 25 bibliographic entries are grouped according to subject, and include author, title, publication date, publisher, number of pages, annotation, and ordering information. Subjects presented are comprehensive guides and manuals, organizing in communities, community organizing strategies, media use and advocacy, lobbying, fundraising, public relations and marketing, and theoretical community organizing principles. The directory lists organizations alphabetically; the 14 entries include address, telephone number, a brief description of what the organization does, resources available, and information on how to request assistance. The organizations typically are involved in helping communities organize efforts related to neighborhood revitalization, community development, leadership training, public policy formation, challenging social injustice, citizen empowerment, and improving quality of life in general. (TD)

ED 403 086

RC 020 819

Native American Preparatory School.

Native American Preparatory School, Rowe, NM.

Pub Date—94

Note—17p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Culture, *American Indian Education, *Boarding Schools, *College Bound Students, *College Preparation, *Culturally Relevant Education, Educational Philosophy, Secondary Education, Secondary Schools, Summer Schools

Identifiers—*Native American Preparatory School NM, Native Americans

This booklet provides information on the Native American Preparatory School, a residential secondary school in Rowe, New Mexico, for high-achieving Native American students. The school sponsors two programs: a 5-week rigorously academic summer school for junior high school students and, beginning in fall 1995, a 4-year college preparatory program. The programs stress character and cultural development through academics, community service, athletics, and the arts, with the goal of preparing Native American students to be successful in college and to become effective community leaders. The school's philosophy is based on blending Native American and Western education and emphasizing culture, the community, creativity, and challenge. The school is located in the Pecos River valley on land that was sacred to the Paekiu tribe during the 12th century. The curriculum focuses on

critical thinking skills, effective communication skills, writing fluency, and computer literacy. In addition, all students participate in athletics and extracurricular activities. Admission is based solely on merit, and financial aid is available. Course offerings and special activities are listed. The booklet lists the board of directors and advisory board members. (LP)

ED 403 087 RC 020 826

Williams, Shayne And Others

Get It Right: Indigenous Demands for Control of Indigenous Higher Education.

Pub Date—Sep 93

Note—59p.; Paper presented at the Intercultural Conference "Cultural Diversity & Higher Education: Has It Made a Difference? Should It Make a Difference?" (Sydney, Australia, September 27-29, 1993).

Pub Type—Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Change Strategies, Colleges, Colonialism, Community Control, Comparative Analysis, *Cultural Maintenance, *Culturally Relevant Education, Educational Change, *Educational Objectives, Educational Policy, Foreign Countries, Higher Education, *Indigenous Populations, School Community Relationship, Self Determination, Tribally Controlled Education

Identifiers—Australia, Reform Efforts, Social Justice

Despite the proliferation of indigenous higher education programs and institutions in Australia, Aborigines and Torres Strait Islanders are concerned about continuing forms of imposition and domination. The central challenge is to understand that continuing forms of colonialism are responsible for the insidious and embedded features of hegemonic systems that still constrain the struggles of indigenous people through the manipulation of consent and dissent. Aborigines receive an education that is not congruent with their cultural values, but is designed to assimilate them into the wider society. The question of who should define and control "appropriate outcomes" is central to the growing demands for indigenous control of indigenous higher education. Alternative, independent higher education models in South Africa, Palestine, New Zealand, Canada, and the United States demonstrate that cultural survival, empowerment, and self-determination can be promoted when indigenous people exercise genuine control of their own affairs. Among the critical features that must be included in the emerging model of indigenous higher education are: control and direction by indigenous people; participation by indigenous communities; the role of elders as custodians of law and culture; attention to the question of "education for what?" in order to address the dilemma of continuing cultural assimilation and genocide; respect for the spiritual relationship between people and the earth; recognition of the traditions and aspirations of the Aborigines and Torres Strait Islanders; and culturally appropriate ways of thinking, living, and working. (TD)

ED 403 088 RC 020 846

Lindsey, Donal F.

Indians at Hampton Institute, 1877-1923.

Blacks in the New World [Series].

Report No.—ISBN-0-252-02106-1

Pub Date—95

Note—325p.

Available from—University of Illinois Press, 1325 South Oak St., Champaign, IL 61820 (\$39.95).

Pub Type—Books (010) — Historical Materials (060) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Acculturation, *American Indian Education, American Indians, *Black Education, Blacks, Boarding Schools, Educational History, *Educational Philosophy, Educational Policy, Elementary Secondary Education, Federal Indian Relationship, Politics of Education,

Racial Discrimination, *Racial Relations, Reconstruction Era, School Segregation, Whites Identifiers—*Armstrong (Samuel Chapman), *Hampton Institute VA, Institutional History

The Hampton Institute near Williamsburg, Virginia, was founded during Reconstruction as a normal school for the industrial education of Blacks. In 1877, the school began a program to educate American Indians. Although only 1,388 Indian students attended the Institute during its history, it significantly influenced Indian policy and Indian education. The introductory chapter overviews the history of federal Indian policy and provides a brief biography of General Samuel Chapman Armstrong, the founder and first principal of the Hampton Institute. The second chapter traces the growth of Armstrong's interest in Indians and its translation into an Indian program at Hampton despite objections from school officials, the school community, and Black students. Chapter 3 examines Armstrong's views on Indian reform that made him a major figure in the Indian assimilation movement of the late 19th century. The Indian program's role in sectional reconciliation and the effect of Black emancipation on Indian reform emerged as central to Armstrong's involving Hampton in Indian education. Chapters 4-7 examine the Institute's use of comparisons between Indians and Blacks to mold student behavior, the extent of segregation at Hampton, personal relations between Blacks and Indians at Hampton, and the contradiction between the Institute's policy of studying and preserving its students' cultures and its biased social studies curriculum. The last two chapters deal with changes over time within the Indian program and the diverse forces leading to its eventual collapse in 1923. The book concludes that Hampton staff established acculturated Blacks as role models and teachers for Indians, thereby defusing Black bitterness about the betrayal of Reconstruction's guarantees and fostering acceptance among American Indians of treaty abrogations that allowed White exploitation of Indian land. Contains over 200 references, chapter notes, photographs, and an index. (LP)

ED 403 089 RC 020 847

Nardelli, Vanessa M. Wein, Eleanor E.

The Healthy Eating Handbook for Yukon

First Nations. Occasional Publication No. 39. Alberta Univ., Edmonton. Canadian Circumpolar Inst.

Report No.—ISBN-1-896445-01-2

Pub Date—96

Note—80p.; Photographs will not reproduce adequately.

Available from—Canadian Circumpolar Institute, University of Alberta, Old St. Stephen's College, 8820-112 Street, Room 302, Edmonton, Alberta, Canada T6G 2E1 (\$25 plus shipping and handling).

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indian Education, *Canada Natives, Child Health, Dietetics, Diseases, Eating Habits, Food, *Foods Instruction, Foreign Countries, Health Education, Health Promotion, Instructional Materials, Learning Activities, *Nutrition, *Nutrition Instruction, Older Adults, *Physical Health

Identifiers—*Yukon

The purpose of this handbook is to develop positive attitudes and skills toward healthy eating and healthy lifestyles among Yukon First Nations people. The introduction describes traditional food sources of the Yukon and how Native peoples met their nutritional needs by eating a variety of wild animal, fish, and plant foods. However, current eating habits of Yukon peoples have resulted in the lack of certain minerals and vitamins in the diet and in consumption of too much fat. The first section describes the four food groups, including examples of traditional and market foods; offers diet recommendations on variety, balance, and moderation; describes needed nutrients for energy and health; describes the role and food sources of calcium and fiber; describes different types of fat; and provides guidelines about food safety. The second section describes risk factors associated with heart disease

and diabetes and explains lactose intolerance—the inability to digest lactose, a natural sugar found in milk. The third section describes special dietary needs during pregnancy, provides information on breast-feeding and formula feeding, describes ways of introducing solid foods to infants, and overviews the dietary needs of the elderly. The last section includes learning activities related to healthy eating. Each activity includes an objective, needed materials, information on conducting the activity, and instructional materials. Also included are recipes for preparing dishes using both traditional and market foods, an evaluation form, a list of additional resources, photographs, and references. (LP)

ED 403 090 RC 020 849

Oakes, Jill, Ed. Riewe, Rick, Ed.

Issues in the North, Volume 1. Occasional Publication No. 40.

Alberta Univ., Edmonton. Canadian Circumpolar Inst.; Manitoba Univ., Winnipeg. Dept. of Native Studies.

Report No.—ISBN-1-896445-02-0; ISSN-0068-0303

Pub Date—96

Note—218p.; Papers presented at the "Issues in the North" lecture series (Edmonton, Alberta, Canada, Winter 1995). For selected individual paper, see RC 020 850.

Available from—Canadian Circumpolar Institute, University of Alberta, Old St. Stephen's College, 8820-112 Street, Room 302, Edmonton, Alberta, Canada T6G 2E1 (\$25 outside Canada plus shipping).

Pub Type—Books (010) — Collected Works - General (020) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*American Indian Education, *Canada Natives, Colonialism, Cultural Maintenance, *Culturally Relevant Education, Eskimos, *Federal Indian Relationship, Foreign Countries, Health, Indigenous Populations, Metis (People), Natural Resources, Policy Analysis, *Social Problems, *Social Science Research, Tribal Government

Identifiers—*Canada (North), Natural Resources Management

This book includes 26 papers from a lecture series exploring issues in the lives of northern and Aboriginal Canadian peoples. The seven sections address health and healing issues from Aboriginal and Western perspectives, the need to incorporate traditional Aboriginal ways of learning into the dominant educational system, evolving northern research philosophies and appropriate field methodologies, impacts of colonization on Aboriginal identity, recent developments in Aboriginal self-government, resource management issues, and research policy issues. Papers are: "New Perspectives on Healing" (Lyle Longclaws); "An Ethnographic Study Exploring Quality of Worklife Issues of Outpost Nurses in Northern Manitoba" (Donna Martin, David Gregory); "A Determination of Reported Cases of Family Violence and Violence against Women" (Betty Thomlinson, Nellie Erickson, Richard Packo); "Would More Traditional Food Produce a Diet of Higher Nutrient Quality? An Example of Participatory Research in the Yukon" (Eleanor Wein); "The Athabasca Influenza Epidemic of 1835" (Patricia McCormack); "The Status Indian Health Utilization Database: A New Approach to Evaluation of Status Indian Health Services" (Jeff Reading); "Role of the Elders: Yesterday and Today" (Gary Raven, Betson Prince); "Integrating Traditional Aboriginal Teaching and Learning Approaches in Post-Secondary Settings" (Ann Charter); "Acimowina...Tales of Bush Experiences" (Ida Bear, Gary Merasty, Rudy Okemaw, Mary Richard); "Communicating Inuit Perspectives on Research" (Jill Oakes, Rick Riewe); "Research As Praxis" in the Canadian Arctic; Thoughts of a Young Investigator" (Shannon Ward); "Culture and Informed Consent: The Role of Aboriginal Interpreters in Patient Advocacy in Urban Hospitals" (Joseph Kaufert, Margaret Lavallee, William Koolage, John O'Neill); "Conducting Dietary Surveys in Aboriginal Communities: Methodological Considerations" (Marian Campbell, Ruth Diamant, Marga-

ret Grunau, Judy Halladay); "Oral Histories: A Tool for Aboriginal Communities To Document Knowledge of Traditional Foodways" (Daniella Demare, Victoria Moose, Hilda Spence, Marian Campbell, Ruth Diamant); "When the Other Is Me: Native Writers Confronting Canadian Literature" (Emma LaRocque); "Who Are the Metis?" (Fred Shore); "Oral History of the Michif/Metis People of the Northwest" (Audreen Hourie); "Beadwork As an Expression of Metis Cultural Identity" (Sharon Blady); "Dismantling and Restoring Jurisdiction" (Philip Fontaine); "Self-Government on Alberta's Metis Settlements: A Unique Solution to a Constitutional Dilemma" (Catherine Bell); "Sharing the Business Wealth, Inuit Style" (Bill Lyall); "The Significance of First Nations' Access to Natural Resources and Economic Development" (Harvey Payne, Harvey Nepinak); "Polar Bears and Whales: Contrasts in International Wildlife Regimes" (Milton Freeman); "All That Glitters Is Not Green: Environmental Responsibility and Canada's Arctic Diamond Rush" (Larry Reynolds); "What if the Climate Warms? Implications for the MacKenzie Basin" (Stewart Cohen); and "Shaping Circumcultural Science Policies" (Gerald S. H. Lock). (TD)

ED 403 091 RC 020 850

Charter, Ann

Integrating Traditional Aboriginal Teaching and Learning Approaches in Post-Secondary Settings.

Pub Date—96

Note—11p.; In: "Issues in the North, Volume I"; see RC 020 849.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *American Indian Education, Canada Natives, Cognitive Style, Cross Cultural Training, *Cultural Awareness, Culturally Relevant Education, *Educational Principles, *Experiential Learning, Foreign Countries, Higher Education, *Humanistic Education, Indigenous Populations, Instructional Innovation, *Social Work, Teaching Experience, Teaching Methods

Identifiers—University of Manitoba (Canada)

Humanistic adult educational methods and traditional Aboriginal approaches have areas of commonality that can lead to an enhanced understanding of Aboriginal peoples' perspectives among undergraduate social work students in Canada. Humanistic adult education and andragogical principles foster self-directed learning among learners. Individual and group experiential learning situations that are promoted by traditional Aboriginal teachers also allow for self-directed learning and incorporate the values of noninterference, non-competitiveness, sharing, and a sense of personal and community responsibility. Two social work courses were developed in which traditional Aboriginal approaches as well as humanistic adult educational methods were employed. The teaching and learning approaches and methods that were used to blend the two philosophical orientations were sharing circles, voluntary participation in ceremonies, group learning experience, interaction with Aboriginal role models, and the inclusion of Elders and their knowledge and experiences in the group settings. The inclusion of Aboriginal role models enhanced the students' understanding of Aboriginal peoples' perspectives and enhanced the self-esteem of Aboriginal and non-Aboriginal students. The blending of the two ideologies and methodologies led to development of grading methods that met the identified objectives of the mainstream institution. Questions and ethical implications concerning the further incorporation of Aboriginal teaching approaches into mainstream education are discussed. Contains 29 references. (TD)

ED 403 092 RC 020 855

Sappier, Teresa A.

Integrating Curriculum, Instruction and Assessment.

Alaska Comprehensive Regional Assistance Cen-

ter, Anchorage.

Pub Date—Oct 96

Note—16p.; Paper presented at the Annual Meeting of the National Indian Education Association (Rapid City, SD, October 12-16, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—American Indian Culture, American Indian Education, *Cultural Activities, Culturally Relevant Education, *Curriculum Development, Elementary Secondary Education, *Interdisciplinary Approach, Learning Processes, *Learning Strategies, Models, Prior Learning, *Student Development

Identifiers—Alternative Assessment, Scoring Rubrics

The S.A.C.K. Alignment Model integrates curriculum, instruction, and multiple assessments with the cultural and learning experiences of students. This model illustrates how prior cultural and learning experiences can be linked to state-mandated content and performance standards. S.A.C.K. is an acronym for skills, affects/attitudes, concepts, and knowledge. The model is based on students acquiring simple skills and progressing to more complex skills in each area. For example, students move from simple sets of sensory input to more complex emotions, from attitude formations developing from sensory input to more complex patterns of thought, from basic concepts related to the activity or topic to more sophisticated ideas, and from simple knowledge (rote memory) to more complex integrated learning. This process requires sensory input, processing, retrieval, and application. Applicable assessment techniques include scoring rubrics that require multiple levels of understanding, benchmarks that reflect progress toward meeting standards, and criteria that determine when standards have been met. To illustrate how this model works, the report describes the process involved in integrating a Native American cultural activity with required state curriculum content and standards. Teachers identified the processes required for making a grass basket and aligned their ideas with the four areas of the model: skills, affects/attitudes, concepts, and knowledge. The cultural activity was then linked to state content standards related to biology, science, and mathematics. Teachers selected appropriate teaching strategies and assessment techniques for the learning activity. Contains recommendations for implementing the model and tables representing how the grass basket making activity was integrated with curriculum standards. (LP)

ED 403 093 RC 020 874

Tshireletso, Lucky

Community Schooling and State Control: A Dilemma in the Innovation and Reform of Botswana's Basic Education System.

Pub Date—Jul 96

Note—12p.; Paper presented at the World Congress of Comparative Education (9th, Sydney, New South Wales, Australia, July 1-6, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Community Control, *Community Schools, Economic Factors, Educational Change, *Educational Development, *Educational Objectives, Educational Policy, Elementary Secondary Education, Foreign Countries, Government Role, Politics of Education, Rural Education, *School Community Relationship, *Secondary Schools

Identifiers—*Botswana

This paper examines the Botswana government's objectives and implementation strategies in the development of community secondary schools. With a population of 1.5 million and an annual growth rate of 3.5 percent, Botswana is one of the fastest growing countries in the world. Recent dramatic economic growth, largely due to diamond revenues, has not reduced poverty, and in fact, has increased inequalities between rural and urban areas. In an effort to address this problem, the government has emphasized education as the key to national development. The state's adoption of free

elementary and secondary education led to massive expansion of schools between 1983 and 1993. Although the state addressed many problems resulting from such rapid expansion, the major weakness of the education system continues to be the state's domination of educational reform. An example of this is the development of community secondary schooling. The government proposed that community schools would be based on community financing and stressed community participation in school management, curriculum development, and use of school facilities. Thus far, however, community schooling has failed to improve the quality of basic education due to a number of factors: poor communication between the state and local communities; lack of financial resources for school construction, particularly in rural areas; a curriculum that disregards community needs; high illiteracy among community members; failure of teachers to consider the importance of culture in instruction; and the view that community involvement in school management is a hindrance to effective schools. (LP)

ED 403 094 RC 020 875

Armitage, Andrew

Comparing the Policy of Aboriginal Assimilation: Australia, Canada, and New Zealand.

Report No.—ISBN-0-7748-0459-9

Pub Date—95

Note—301p.

Available from—UBC Press, University of British Columbia, 6344 Memorial Rd., Vancouver, British Columbia, Canada V6T 1Z2 (cloth: ISBN-0-7748-0458-0, \$49.95; paper: ISBN-0-7748-0459-9, \$24.95).

Pub Type—Books (010) — Historical Materials (060) — Reports - Research (143)

EDRS Price — MF01/PC13 Plus Postage.

Descriptors—*Acculturation, American Indian Education, Boarding Schools, Canada Natives, *Child Welfare, Colonialism, Comparative Analysis, Elementary Secondary Education, Federal Indian Relationship, Foreign Countries, Foster Care, History, *Indigenous Populations, Maori (People), *Public Policy, Racial Discrimination, Racial Relations

Identifiers—*Australia, *Canada, New Zealand

The aboriginal peoples of Australia, Canada, and New Zealand became minorities in their own countries in the 19th century. The expanding British Empire had its own vision for the future of these peoples: they were to become civilized, Christian, and citizens—in a word, assimilated. This book provides the first systematic and comparative treatment of the social policy of assimilation followed in the three countries. Australia began by denying the aboriginal presence, Canada by registering all "status" Indians, and New Zealand by giving all Maori British citizenship. Major policy periods are characterized as early institutionalized contact, paternalistic protection, paternalistic assimilation, integration, and pluralism. Children received particular attention under the policy of assimilation, and much of this book focuses on policies and practices related to family and child welfare and education, including cultural differences in assumptions about child rearing and family roles, education as a tool of assimilation, extensive removal of aboriginal children from their families with placement in foster care or residential schools, and current efforts of aboriginal communities to recover from the devastating effects of social policies and to take control of child welfare practices. Thirty-eight tables include historical data on aboriginal population, foster care and adoption, residential and day school enrollments, juvenile offenders, and expenditures and staffing for child welfare agencies. Includes an extensive bibliography, chapter notes, maps, and an index. (SV)

ED 403 095 RC 020 876

Madenwald, Abbie Morgan

Arctic Schoolteacher: Kulukak, Alaska, 1931-1933. The Western Frontier Library, Volume 59.

Report No.—ISBN-0-8061-2469-5

Pub Date—92

Note—221p.

Available from—University of Oklahoma Press,

1005 Asp Ave., Norman, OK 73019-0445
(cloth: ISBN-0-8061-2469-5, \$24.95; paper:
ISBN-0-8061-2611-6, \$12.95).

Pub Type— Books (010) — Historical Materials
(060)

Document Not Available from EDRS.

Descriptors—*Adjustment (to Environment),
Alaska Natives, *American Indian Culture,
American Indian Education, Autobiographies,
Elementary Secondary Education, *Eskimos,
Life Events, One Teacher Schools, Persistence,
Personal Narratives, Primary Sources,
*Rural Education, School Community Relationship,
Second Language Instruction, Teacher-
Student Relationship, *Teaching Experience
Identifiers—*Alaska

This book relates the experiences of Abbie Morgan, who with her husband Ed, moved to the Alaskan village of Kulukak in 1931. Abbie accepted an assignment from the United States government to be the village teacher while her husband was appointed to provide health care for the village population and monitor the area's reindeer herd. The village of Kulukak was very remote and could only be reached by boat or by dogsled when ice made travel by boat impossible. Abbie found that life in the little village on Bristol Bay, where people lived in sod houses and subsisted on food from the sea and reindeer meat, was a challenge both physically and emotionally. The book illustrates how she met the challenge with courage, humor, and love for the people she had come to teach and who in turn helped her survive the harsh environment and the unexpected death of her husband. She tells of the difficulty of travel and communication in the Far North, the magnificent physical environment, the children to whom she devoted her time, school activities, and village life. The book details aspects of the Eskimo way of life, including the enormous amount of work needed to maintain a dog team, the spiritual beliefs of Eskimos, the vegetable-gathering and fishing traditions of villagers, and the finely tuned navigational skills of those who traveled by boat. Soon after the death of her husband, Abbie returned to Hoquiam, Washington, where her family lived, and in 1937 she married Orville Madenwald and had two children. Includes photographs, maps, and a discussion of Yup'ik vocabulary. (Author/LP)

ED 403 096

RC 020 878

Kawagley, A. Oscar

A Yupiaq Worldview: A Pathway to Ecology and Spirit.

Report No.—ISBN-0-88133-859-1

Pub Date—95

Note—174p.

Available from—Waveland Press, Inc., P.O. Box 400, Prospect Heights, IL 60070 (\$10.50 plus \$4 shipping).

Pub Type— Books (010) — Opinion Papers (120)
— Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Alaska Natives, *American Indian Education, Cultural Context, *Culturally Relevant Education, *Educational Principles, Elementary Secondary Education, Epistemology, Eskimos, Nonformal Education, *Science Education

Identifiers—Human Ecology, *World Views, *Yupik Eskimos

Written from a Yupiaq perspective, this book examines and compares Yupiaq and Western worldviews and their relationship to the learning and use of scientific knowledge. Chapter 1 discusses shared characteristics of the worldviews of Alaska Natives and then focuses specifically on the Yupiaq worldview, which is based on maintaining a balance among the human, natural, and spiritual worlds, and incorporates belief in the equality of all creatures, learning through participant observation, emphasis on sharing and cooperation, respect for the wisdom of elders, and intimate knowledge of the local landscape. Chapter 2 provides a brief history of the Yupit Nation and its school system and describes the research site—the village of Akiak on the Kuskokwim River in southwestern Alaska. Chapter 3 examines Yupiaq use of science, mathematics, and technology for survival, focusing on weather

prediction, fishing, fish preparation and preservation, diet and nutrition, traditional medicines and admonitions, healing and mental health, and integration of modern technology. Chapter 4 describes educational practices and science instruction in Akiak's K-12 school. Chapter 5 discusses Yupiaq cultural adaptation in the contemporary world, the cultural "price" of introduction of outside technologies, the implications of Yupiaq ethnoecology for village schooling, and the need to integrate schooling and Yupiaq ways of knowing. Goals are proposed for culturally integrated schooling, and a science curriculum is outlined based on the Yupiaq fish camp experience. An appendix describes the research setting and methodology and the researcher's background and biases. Contains 115 references, photographs, and a Yupik glossary. (SV)

ED 403 097

RC 020 880

Public Engagement. IDRA Focus.

Intercultural Development Research Association,
San Antonio, Tex.

Report No.—ISSN-1069-5672

Pub Date—Dec 96

Note—22p.

Journal Cit.—IDRA Newsletter; v23 n10 Nov-Dec 1996

Pub Type— Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Activism, *Bilingual Education, Citizen Participation, *Community Involvement, Culture Conflict, Educational Quality, Elementary Secondary Education, *Equal Education, Federal Legislation, *Hispanic Americans, *Immigrants, Mexican American Education, Parent Participation, Parent School Relationship, Politics of Education, *Public Schools, School Choice, School Community Relationship, Science Education, Teacher Role

Identifiers—*Texas

This newsletter includes six articles that examine key issues facing public schools and communities related to accountability, bilingual education, immigrant education, school finance, and school choice. In addressing these issues, articles focus on the importance of community involvement and input in local school reform efforts aimed at achieving educational equity. "Public Engagement Results in Support of Education for All Children" (Albert Cortez, Anna Alicia Romero) discusses how activism influenced the national debate about immigrant student access to education. "Bilingual Education Is about Bridging and Building" (Maria Robledo Montecel) offers strategies through which bilingual teachers can help children "bridge" from their native language to English while building on their strengths. "Obstacles to Immigrant Parent Participation in Schools" (Pam McCollum) identifies obstacles that discourage involvement in schools by immigrant parents and those from diverse cultural backgrounds, explores how parents' ways of interacting with schools are often misinterpreted, and offers strategies for promoting parent involvement. "What is Science Literacy?" (Joseph Vigil) stresses the importance of science educators providing students with hands-on activities, real-world experiences, and opportunities for using technology. "Top 10 Questions Parents Should Ask about Bilingual Education at Their Child's Campus" (Abelardo Villarreal, Adela Solis) overviews questions that parents should ask regarding the quality of bilingual education programs in Texas. "Public School Choice: Keeping the Focus on Equity" (Ann Bastian) explains how school choice plans can lead to educational inequality. The newsletter also includes a commentary by William S. White on the elements of a civil and democratic society. (LP)

ED 403 098

RC 020 884

Wimberley, Ronald C. Morris, Libby V.

The Reference Book on Regional Well-Being:

U.S. Regions, the Black Belt, Appalachia.

Southern Rural Development Center, Mississippi State, Miss.

Spons Agency—Extension Service (DOA), Wash-

ington, D.C.

Pub Date—Nov 96

Contract—93-ERRD-1-8502

Note—182p.; Some figures may not reproduce adequately.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Black Population Trends, *Blacks, Census Figures, *Demography, Dropouts, Educational Attainment, Geographic Regions, Metropolitan Areas, Nonmetropolitan Areas, Poverty, Quality of Life, *Regional Characteristics, *Social Indicators, Tables (Data), Unemployment, *Well Being, *Whites

Identifiers—African Americans, *Appalachia, Dependency (Economics), *United States (South)

This reports analyzes 1990 census data on populations, race, rurality, poverty, education, unemployment, and economic dependence for the Northeast, Midwest, West, and South. Special emphasis is placed on the South, its subregion the Black Belt, and Appalachia. The Black Belt region encompasses 623 counties in 11 southern states; these counties are characterized by a higher-than-average percentage of African American residents. Appalachia consists of 404 counties in 11 states. Tables and figures present socioeconomic data that indicate regional concentrations of various types of socioeconomic distress. Over half of the southern population and nearly a fifth of U.S. residents live in the Black Belt. The percentage of people who are poor is notably higher in the South. This trend is intensified in the Black Belt counties, where the poverty rate is the highest in the country and where poverty rates are highest for African Americans, metro and nonmetro residents, and nonmetro Blacks. The highest rate of individuals not completing high school occurs in the Black Belt, with Appalachia and the South following. Although unemployment rates for the South and Black Belt are about the same as those for other regions, Black and nonmetro Black unemployment rates are worse than those of other racial groups in every region and subregion. Additionally, nonmetro dependence ratios run higher than metro ratios, and African American dependence ratios are higher than those for Whites. Specifically, the data indicate that poverty and high school graduation rates are worse in the South and Black Belt where nonmetro Black dependence rates are especially high. To sum up, the South and Black Belt are home to nonmetro and racial subpopulations that suffer the worst rates on socioeconomic indicators, and these rates and the large size of at-risk subpopulations interact to produce disproportionately large concentrations of poor quality-of-life conditions in the South and Black Belt. Contains 20 references and numerous data tables and figures. (LP)

ED 403 099

RC 020 885

Holt, Marilyn Irvin

Linoleum, Better Babies, & the Modern Farm

Woman, 1890-1930.

Report No.—ISBN-0-8263-1635-2

Pub Date—95

Note—250p.; Assigned LC subject heading: "Rural Women—Education—United States".

Available from—University of New Mexico Press, 1720 Lomas Boulevard, N.E., Albuquerque, NM 87131-1591 (\$34.95).

Pub Type— Books (010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—Adult Education, Child Health, Child Rearing, Educational History, Family Life, *Farmers, Health Education, Home Economics, *Homemakers, Housework, Infant Mortality, Nutrition Instruction, Quality of Life, Rural Education, *Rural Extension, Rural Family, *Rural Farm Residents, Rural to Urban Migration, *Rural Women, Sex Role, Social History, *Womens Education

Identifiers—4 H Clubs, *Agrarianism

This book focuses on the domestic economy movement of the late 19th and early 20th centuries, which intended to transform agrarian society and improve rural life through the education of rural women. The movement considered women to be

partners in business with their farmer husbands and pursued the goal of making rural women more able managers and larger economic contributors. One of the basic attitudes domestic economy advocates wished to convey, and one to which women responded, was that a woman's place in agriculture was multifaceted and important. The first chapter describes the farm scene during this period. Scientific farming methods and mechanization were changing rural America, and the role of rural women was evolving, too. The second chapter describes the domestic economy movement as an organized movement directed at women that could coexist with the scientific farming campaign. It focused on home utensils, mechanized appliances, and an improved work environment in the home. Farmers' institutes, the early forum for the domestic economy movement, gave way to courses at agricultural colleges, and the third chapter describes how home extension education grew out of this. The fourth chapter examines health care and nutrition programs, which aimed to improve child health and to lower rates of malnutrition, infant mortality, and maternal death in childbirth. Chapter five describes rural school reforms intended to stem increasing rural-to-urban migration, particularly by young women. Chapter six presents the 4-H club movement. Aimed at keeping youth on the farm, it offered social and recreational, as well as educational, opportunities. Contains references in endnotes, a bibliographical essay, photographs, and an index. (TD)

ED 403 100 RC 020 888

Condie, Mary Hurlbut

Schoolwomen of the Prairies and Plains: Personal Narratives from Iowa, Kansas, and Nebraska, 1860s-1920s.

Report No.—ISBN-0-8263-1384-1

Pub Date—92

Note—376p.

Available from—University of New Mexico Press, 1720 Lomas Blvd., N.E., Albuquerque, NM 87131-1591 (\$35).

Pub Type—Books (010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—Biographies, *Educational Change, Educational History, Educational Practices, Elementary School Teachers, Elementary Secondary Education, Higher Education, One Teacher Schools, Personal Narratives, Primary Sources, *Rural Education, Rural Schools, School Community Relationship, Secondary School Teachers, Teacher Education, Teacher Educators, Teacher Persistence, *Teacher Role, Teacher Student Relationship, Teachers, *Teaching Experience, *Women Faculty

Identifiers—Iowa, Kansas, Nebraska, *United States (Plains States)

This book depicts the lives of women who taught school in the late 19th and early 20th centuries on the prairies and plains of Iowa, Kansas, and Nebraska. The book is based on the narratives, letters, and diaries of 96 schoolwomen and on interviews with living pioneers, memoirs, school reports, photographs, and other documents. Part 1 includes four chapters that describe the educational, social, and physical environment during this period, as well as the geographical and historical context. These chapters detail the teachers' family backgrounds, education, living conditions in the Midwest, and teaching experiences to set the scene for interpreting the role of teaching in the lives of the women and their role within emerging rural communities. This section also includes information on teachers' salaries, the number and percentage of women teachers, and the expansion of the school-age population during this period. Part 2 includes the writings and narratives of Nancy Rebecca Higgins Gaddis, Sarah Jane Price, Sarah Gillespie Huftalen, Bessie M. Tucker Gilmer, and Ethel Hale Russel. Of these five women, two taught for only a few years until they married; one remained unmarried and was a long-term teacher and farmer; and two were well-educated and were long-term professionals, teacher educators, and community leaders. These narratives reflect the profound changes in American public education during the period. The

schoolwomen of the prairies and plains carried out their profession during the transitions from frontier to established communities, from pioneer teacher to professional educator, and from crude one-room schools to multigraded consolidated schools. These personal narratives reveal the women's motivations and aspirations, not only as teachers, but also in their personal lives. Contains over 200 references, notes, photographs, and an index. (LP)

ED 403 101 RC 020 895

Kraschen, Stephen

Why Bilingual Education? ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-96-8

Pub Date—Jan 97

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, *Criticism, *Educational Attitudes, *Educational Research, Elementary Secondary Education, Limited English Speaking, Native Language Instruction, *Public Opinion, Spanish Speaking Identifiers—ERIC Digests

This digest examines criticism of bilingual education and its effect on public opinion, discusses the rationale underlying good bilingual education programs, and summarizes research findings that reveal programs' effectiveness. Quality bilingual education provides students with knowledge and literacy in their first language, which indirectly but powerfully aid them as they strive for English proficiency. The best bilingual education programs include English-as-a-Second Language instruction, instruction in the first language, sheltered subject matter classes using intermediate-level English, and transition to the mainstream through gradual exit plans. A common argument against bilingual education is the observation that many people have succeeded without it. However, such people have often had the advantages of early schooling in their country of origin. Children who arrive with a good education in their primary language have already gained two objectives of a good bilingual education program: literacy and subject matter development. Research indicates that the ability to read transfers across languages, even when the writing systems are different. Despite what is presented to the public in the national media, research reveals much public support for bilingual education. Apparent opposition to bilingual education is often actually opposition to specific practices or regulations related to bilingual education. The "evidence" against bilingual education is not convincing and often involves mislabeling. Bilingual education could be improved by increasing student access to books in both languages. Contains 18 references. (SV)

ED 403 102 RC 020 896

Beach, Betty A.

Perspectives on Rural Child Care. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-96-9

Pub Date—Jan 97

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Child Caregivers, Children, Community Relations, *Day Care, Day Care Centers, Family Day Care, Interpersonal Relationship, Public Policy, Rural Areas, *Ru-

ral Family, *Rural Urban Differences, Social Science Research

Identifiers—ERIC Digests

This digest reviews findings about the nature of rural child care and suggests implications for practitioners and policymakers. Rural families experience child care differently from urban ones on a number of counts. Center-based care is less available to rural children, and rural day care centers tend to be of lower quality in terms of teacher training and salaries and state oversight and regulation. Nearly 75 percent of rural children are cared for in informal arrangements provided by friends, relatives, and siblings. Family child care in rural states is frequently unregulated or little regulated. Potential strengths of rural child care involve community connectedness and support, which may provide young children with important funds of social capital and may create a more stable child care system in rural settings. Challenges to rural child care practitioners include basic logistical concerns of geographic isolation, lack of transportation, and limited resources, as well as the downside of community involvement—the gossip network. Public policy and legislation tend to have an urban bias, involving excessive demands for paperwork, inflexible eligibility requirements, and overly stringent professional qualifications. New rural approaches to service delivery are needed, such as those involving home-based visiting options and delivery of training and information via telecommunications. Contains 20 references. (SV)

ED 403 103 RC 020 901

Horton, Myles And Others

The Long Haul: An Autobiography.

Report No.—ISBN-0-385-26313-9

Pub Date—90

Note—252p.

Available from—Doubleday, 666 Fifth Ave., New York, NY 10103. (out-of-print).

Pub Type—Historical Materials (060) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Activism, Adoption (Ideas), Adult Education, Autobiographies, Change Agents, Civil Rights, Consciousness Raising, Democratic Values, *Educational Principles, *Empowerment, Group Dynamics, Leadership Training, Participative Decision Making, Participatory Research, *Popular Education, *Social Action, Social Change, Social History, Unions

Identifiers—*Highlander Folk School TN, *Horton (Myles), Social Justice, Social Movements

In 1932, Myles Horton founded the Highlander Folk School in Monteagle, Tennessee. Horton created an adult education center dedicated to helping groups of primarily poor and uneducated people strive together to solve their social, economic, and political problems and conflicts by mining their own experiences and awareness. In this book, Horton traces the story of his life and the formation of his ideas and tells the story of Highlander against the backdrop of American social history of the last 60 years. Myles Horton came from a rural, religious, working-class background; loved reading from an early age; attended Cumberland University (Tennessee), Union Theological Seminary (New York), and the University of Chicago; then visited Danish folk schools to learn about their contributions to economic and social democracy in Denmark. Originally modeled on the Danish folk schools, Highlander was begun to train labor leaders in the South. Its activities included a community program, intensive residential courses, weekend conferences, and cultural activities. Since Highlander was one of the few places in the South where Blacks and Whites could mingle openly, it later became an organizing center for the Civil Rights Movement. The book outlines Highlander's principles and Horton's insights as a school administrator on promoting social change: the importance of trusting people with democracy, empowerment through participative decision making, nonviolence, the power of social movements, flexibility in change strategies, and commitment to the "long haul." Includes an index and photographs. (SV)

ED 403 104

RC 020 902

DeYoung, Alan J. Balzhan, Suzhikova

Issues in Post-Soviet Secondary School Reform: The Case of Kazakhstan.

Pub Date—[96]

Note—46p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Problems, Colonialism, *Economic Change, *Educational Change, Educational History, *Equal Education, Financial Problems, Foreign Countries, *Politics of Education, Rural Urban Differences, *Secondary Education, *Social Stratification

Identifiers—*Kazakhstan, Soviet Education

The Republic of Kazakhstan—the world's ninth largest country—is one of five central Asian nations created in 1991 upon the demise of the former Soviet Union. Never a separate political state in the past, Kazakhstan now faces a myriad of curricular and educational organization problems related to contemporary economic and political developments, as well as to its particular history and culture. Ethnic Kazaks are trying to construct a national identity and sense of history for ideological and political socialization purposes. At the same time, however, their hoped-for "transition to a market economy" has the nation in a severe fiscal tailspin. This essay reviews Kazakhstan's political and economic dynamics, effects on secondary education, and the emerging role of secondary education in social stratification. Following a description of Kazakhstan's colonial legacy and the structure of schooling under Soviet control, educational reform movements of the late 1980s are described. These reform efforts have been disrupted by severe economic crisis and other factors, including the need for new curricular materials and teacher training; absence of experience in educational planning and administration; lack of computers, textbooks, and other resources; and lack of fluent speakers of the Kazak language. The new market economy has brought poverty and its attendant problems with it. Rural schools (80 percent of total) are particularly disadvantaged. Corruption and bribery are widespread, guaranteeing success in secondary school and admission to higher education; wealthier parents send their children to private schools; and no government policies address educational inequalities. At higher levels, political leaders are allowing schools to deteriorate, seemingly as a concession to private sector development. Contains references. (Author/SV)

ED 403 105

RC 020 903

DeYoung, Alan J. Nadirbekyzy, Bakhtikul

Redefining Schooling and Community in Post-Soviet Kazakhstan: Tokash Bokin and the School at Aikkanar.

Pub Date—[96]

Note—24p.

Pub Type—Historical Materials (060) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Asian History, Colonialism, *Cultural Maintenance, *Economic Change, *Educational Change, Educational History, Elementary Secondary Education, Financial Problems, Foreign Countries, Politics of Education, *Rural Schools

Identifiers—*Kazakhstan, National Identity, *Soviet Education

Since the Soviet Union disbanded in 1991, the schools of the new Republic of Kazakhstan have focused on rediscovering national history and culture, while the form and structure of schooling have also undergone major changes. This paper describes the current situation at a rural school—Tokash Bokin—in the context of the history of Russian and Soviet control of education and recent political and economic changes. In the late 19th century, Kazakhstan was conquered by Czarist Russia, which viewed the nomadic Kazaks as uncivilized. The region's few Islamic schools were replaced by Russian schools teaching Russian language and culture, but formal schooling was provided to few Kazaks. Following the revolution, Soviet education became

universal, but its goals of furthering industrialization and collectivization were anathema to nomadic Steppe cultures, and its policies undermined instruction in all native central Asian languages. As the Soviet Union crumbled, various instructional and administrative changes were implemented. Unfortunately, the costs of implementing reforms during the transition to a market economy have been particularly disastrous for education. Although Kazakhstan is comparatively advantaged in terms of human capital, educators face great challenges: to rediscover and teach the nation's history in a language that most Kazaks do not speak fluently, and to do so in the face of declining fiscal resources and a shortage of qualified teachers. Parents now have various choices of schools and curricula, but those who can afford it opt for private schools. Financial problems are exacerbated for rural schools such as Tokash Bokin, which can not pay its teachers on time nor provide heat, electricity, or school supplies. However, the most serious problem may be the sacrifice of educational equity in the rush to a market economy. (Contains 11 references.) (SV)

ED 403 106

RC 020 904

Spring, Joel

Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States.

Report No.—ISBN-0-07-060553-X

Pub Date—94

Note—125p.

Available from—McGraw-Hill, Inc., 1221 Ave. of the Americas, New York, NY 10020; phone: 800-262-4729.

Pub Type—Books (010) — Historical Materials (060) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Acculturation, *American Indian Education, American Indians, *Black Education, Blacks, Boarding Schools, Civil Rights, Educational History, Educational Policy, Elementary Secondary Education, Immigration, *Mexican American Education, Mexican Americans, *Puerto Ricans, Resistance (Psychology), School Desegregation, School Segregation

Identifiers—*African Americans, Chicanos, *Native Americans

This book provides background for understanding contemporary issues and problems in multicultural education by examining the history of education of four dominated groups in the United States: Native Americans, African Americans, Puerto Ricans, and Mexican Americans. The book focuses on three concepts: deculturalization—attempts to strip away the cultures of conquered peoples and replace them, through education, with European American culture; segregation; and resistance and activism by dominated cultures in response to deculturalization and segregation. Chapter 1 outlines the history of education of Native Americans, including early federal Indian education policies; the Civilization Fund Act of 1819, which supported missionary schools; the success of Cherokee and Choctaw tribal educational systems; the development of reservations and boarding schools; and the Meriam Report. Chapter 2 discusses the colonization and Americanization of Puerto Rico, public school practices to build loyalty to the United States, and Puerto Rican resistance. Chapter 3 examines Black education during slavery and the Reconstruction Era; segregation of public schools to reconcile southern Whites and as a means of maintaining an inexpensive source of labor; and resistance to segregation by W. E. B. DuBois, a founder of the NAACP. Chapter 4 describes the treatment of Mexicans in conquered Mexican territories, the great Mexican immigration during the early 1900s, development of segregated schools with English-only policies, and support for bicultural bilingual education by LULAC (League of United Latin American Citizens). Chapter 5 discusses educational aspects of the Great Civil Rights Movement of the 1950s-70s; effects on the four minority groups; and development of bilingual, ethnocentric, and bicultural education. Contains references and an index. (SV)

SE

ED 403 107

SE 055 640

Orna, Mary Virginia, Ed. And Others

ChemSource SourceBook, Version 2.0: Volume 1.

Chemsource, Inc., New Rochelle, NY.

Spons Agency—American Chemical Society,

Washington, D.C.; National Science Foundation, Arlington, VA.

Report No.—ISBN-0-9637747-2-7

Pub Date—94

Contract—TPE-88-50632

Note—555p.; For volumes 2-4, see SE 055 641-643.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Atomic Structure, Biochemistry, Chemical Bonding, Chemical Reactions, *Chemistry, Demonstrations (Science), Educational Resources, Electrochemistry, Enzymes, High Schools, *Investigations, Misconceptions, Science Activities, Science Curriculum, Science Experiments, Science Instruction

Identifiers—Alkali Metals

ChemSource is designed as a strategy to help pre-service and inservice high school chemistry teachers promote student learning more effectively. Its major premise is that well-designed laboratory investigations are an important avenue for cultivating student interest, engagement, and meaningful learning in chemistry. The SourceBook component of ChemSource is a resource containing 36 content modules and additional supporting materials which aim at providing specific teaching tips and the best available instructional ideas and information gleaned from experienced, successful chemistry teachers. Each content module features: Content-in-a-Nutshell; Laboratory Activities; Demonstrations; Common Misconceptions; Humor; Applications and Implications; Analogies; Reference Resources; History; and Media. General materials on pedagogy, classroom management, safety, teaching chemistry to the disabled, and other useful resources and tabulations precede and follow the content modules. Volume 1 includes the following: Chemical Pedagogy; User's Guide; General Resources; Acids and Bases; Alkali Metals; Atomic Structure; Biogeochemical Cycles; Chemical Bonding; Condensed States; Electrochemistry; and Enzymes. (JRH)

ED 403 108

SE 055 641

Orna, Mary Virginia, Ed. And Others

ChemSource SourceBook, Version 2.0: Volume 2.

Chemsource, Inc., New Rochelle, NY.

Spons Agency—American Chemical Society,

Washington, D.C.; National Science Foundation, Arlington, VA.

Report No.—ISBN-0-9637747-3-5

Pub Date—94

Contract—TPE-88-50632

Note—514p.; For volumes 1-4, see SE 055 640-643.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Chemical Analysis, Chemical Equilibrium, *Chemistry, Demonstrations (Science), Educational Resources, High Schools, Inorganic Chemistry, Instrumentation, *Investigations, Misconceptions, Science Activities, Science Curriculum, Science Experiments, *Science Instruction

Identifiers—Gases, Halogens

ChemSource is designed as a strategy to help pre-service and inservice high school chemistry teachers promote student learning more effectively. Its major premise is that well-designed laboratory investigations are an important avenue for cultivating student interest, engagement, and meaningful learning in chemistry. The SourceBook component of ChemSource is a resource containing 36 content modules and additional supporting materials which aim at providing specific teaching tips and the best

available instructional ideas and information gleaned from experienced, successful chemistry teachers. Each content module features: Content-in-a-Nutshell; Laboratory Activities; Demonstrations; Common Misconceptions; Humor; Applications and Implications; Analogies; Reference Resources; History; and Media. General materials on pedagogy, classroom management, safety, teaching chemistry to the disabled, and other useful resources and tabulations precede and follow the content modules. Volume 2 includes the following: Chemical Equilibrium; Food and Chemistry; Forensic Chemistry; Gases; Molecular Geometry; Halogens; Industrial Inorganic Chemistry; Instrumentation; Materials Science: Ceramics and Glasses; Chemistry in Medicine; and The Mole. (JRH)

ED 403 109 SE 055 642

Orna, Mary Virginia, Ed. And Others

ChemSource SourceBook, Version 2.0: Volume 3.

Chemsource, Inc., New Rochelle, NY.

Spons Agency—American Chemical Society, Washington, D.C.; National Science Foundation, Arlington, VA.

Report No.—ISBN-0-9637747-4-3

Pub Date—94

Contract—TPE-88-50632

Note—522p.; For volumes 1-4, see SE 055 640-643.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Chemical Analysis, *Chemistry, Demonstrations (Science), Educational Resources, High Schools, *Investigations, Mineralogy, Misconceptions, Organic Chemistry, Oxidation, Photochemical Reactions, Polymers, Science Activities, Science Curriculum, Science Experiments, *Science Instruction

ChemSource is designed as a strategy to help preserve and inservice high school chemistry teachers promote student learning more effectively. Its major premise is that well-designed laboratory investigations are an important avenue for cultivating student interest, engagement, and meaningful learning in chemistry. The SourceBook component of ChemSource is a resource containing 36 content modules and additional supporting materials which aim at providing specific teaching tips and the best available instructional ideas and information gleaned from experienced, successful chemistry teachers. Each content module features: Content-in-a-Nutshell; Laboratory Activities; Demonstrations; Common Misconceptions; Humor; Applications and Implications; Analogies; Reference Resources; History; and Media. General materials on pedagogy, classroom management, safety, teaching chemistry to the disabled, and other useful resources and tabulations precede and follow the content modules. Volume 3 includes the following: Nuclear Chemistry; Organic Chemistry; Oxidation-Reduction; Periodicity; Photochemistry; Polymers; Solubility and Precipitation; Inorganic Qualitative Analysis; Rates of Reaction; Chemistry of Rocks, Minerals, and Gems; and Simple Chemical Reactions. (JRH)

ED 403 110 SE 055 643

Orna, Mary Virginia, Ed. And Others

ChemSource SourceBook, Version 2.0: Volume 4.

Chemsource, Inc., New Rochelle, NY.

Spons Agency—American Chemical Society, Washington, D.C.; National Science Foundation, Arlington, VA.

Report No.—ISBN-0-9637747-5-1

Pub Date—94

Contract—TPE-88-50632

Note—554p.; For volumes 1-3, see SE 055 640-642.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—*Chemistry, Computer Uses in Education, Demonstrations (Science), Disabilities, Educational Resources, High Schools, *Investigations, Laboratory Safety, Misconceptions,

Science Activities, Science Careers, Science Curriculum, Science Experiments, Science Instruction, Thermodynamics

Identifiers—Stoichiometry

ChemSource is designed as a strategy to help preserve and inservice high school chemistry teachers promote student learning more effectively. Its major premise is that well-designed laboratory investigations are an important avenue for cultivating student interest, engagement, and meaningful learning in chemistry. The SourceBook component of ChemSource is a resource containing 36 content modules and additional supporting materials which aim at providing specific teaching tips and the best available instructional ideas and information gleaned from experienced, successful chemistry teachers. Each content module features: Content-in-a-Nutshell; Laboratory Activities; Demonstrations; Common Misconceptions; Humor; Applications and Implications; Analogies; Reference Resources; History; and Media. General materials on pedagogy, classroom management, safety, teaching chemistry to the disabled, and other useful resources and tabulations precede and follow the content modules. Volume 4 includes the following: Chemistry of Seawater; Separations; Solutions; Stoichiometry; Thermochemistry; Transition Elements; Computer Uses; Chemistry in Your Career; Cross-Referencing Modules; Teaching Chemistry to Persons with Disabilities; Library Resources; Professional Organizations; Small-Scale Chemistry; and Chemical Safety. (JRH)

ED 403 111 SE 057 602

Investigating Your Environment.

Forest Service (DOA), Washington, D.C.

Pub Date—[95]

Note—647p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors—Bilingual Instructional Materials, Conservation Education, Critical Thinking, Educational Resources, Elementary Secondary Education, *Environmental Education, *Hands on Science, *Interdisciplinary Approach, Lesson Plans, Multilingual Materials, *Natural Resources, Problem Solving, Science Activities

The goal of this interdisciplinary curriculum is to enable students to make informed and responsible decisions about natural resources management by promoting an understanding of natural, social, and economic environments and the student's role in affecting all three. The included investigations utilize processes and techniques that help people examine different components of the environment and understand how they interrelate. The curriculum is broad based, practical, and designed for educators. Each of the lesson plans provides a framework in which succeeding activities and discussions build on previous lessons and lead to an understanding of environmental problems and possible solutions. Learners are then asked to synthesize the information they have gathered. Unit topics include: (1) Forests (in English and Spanish); (2) Measurement; (3) Plants; (4) Soil; (5) Water; (6) Wildlife; (7) Desert; (8) Dunes; (9) Ponds; (10) Range; (11) Riparian; (12) Wilderness; (13) Land Use Simulation; (14) Schoolyard Activities; and (15) Geologic History. (DDR)

ED 403 112 SE 058 142

Yager, Robert E., Ed.

Science/Technology/Society as Reform in Science Education.

Report No.—ISBN-0-7914-2770-6

Pub Date—96

Note—339p.

Available from—State University of New York Press, State University Plaza, Albany, NY 12246 (cloth: ISBN-0-7914-2769-2; paperback: ISBN-0-7914-2770-6).

Pub Type—Information Analyses (070) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Action Research, Constructivism (Learning), Educational Change, *Educational Strategies, Elementary Secondary Education, Global Approach, Interdisciplinary Approach, *Science and Society, Science Careers, Sci-

ence Curriculum, *Science Education, Scientific Concepts, Scientific Literacy, Standards, Student Attitudes, *Technology

Identifiers—Reform Efforts, *Science Technology and Society Courses

Science/Technology/Society (STS) is widely recognized as a major reform effort as correctives are sought around the globe to attain scientific literacy for all. The focus of this book is on STS offered as reform. The efforts during the decade from 1984-1994 have resulted in research that can be used to affect practices while also assuring that STS deserves the designation of reform effort. The book is organized into five parts. Part 1, "STS as a Reform Movement in Science Education," is an elaboration of the meaning of STS and its ties to constructivism. Part 2, "What an STS Approach Can Accomplish," includes chapters which summarize research from classroom practices with STS. Part 3, "What the STS Approach Demands," deals with implications from the research which reveals what is needed if STS is to succeed. Part 4, "STS Initiatives outside the United States," relates efforts in the United States to those underway in the international arena, while Part 5, "Supporting the STS Reform," provides information about lasting STS reform and indicates something of the future promise. (JRH)

ED 403 113 SE 058 335

Thomson, Barbara S.

Unified Science - System.

Ohio State Univ., Columbus.

Pub Date—Jul 93

Note—65p.; A publication of the Young Scholars Program.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Career Exploration, *Cognitive Style, Course Content, Field Trips, General Science, *Interdisciplinary Approach, Laboratory Procedures, Laboratory Safety, *Science Activities, Science Curriculum, Science Process Skills, Secondary Education, *Unified Studies Curriculum

The goals of this curriculum, developed as a summer course for the Young Scholars Program at The Ohio State University-Columbus, are as follows: (1) enable students to develop an understanding of the concept of a system; (2) help students gain an appreciation of the value of systems; (3) develop skills in working with systems; (4) expand skills in doing science; and (5) explore science as a field of study. Background information is organized into the following sections: (1) Safety in Systems; (2) Engineering a Bridge; (3) The Ultimate Survey; (4) Genetics; and (5) Toxic Wastes in Systems. Activities and field trips are intertwined in this two-week unified science course that also includes an opening section about learning styles. Among the topics for the activities are laboratory safety, making carbon dioxide, bridge building, survey research, limiting toxic waste mobility, and identifying human genetic traits. Data sheets are also included for many of the activities. (DDR)

ED 403 114 SE 058 659

Groves, Susie, Ed. Tyler, Russell, Ed.

Contemporary Approaches to Research in Mathematics and Science Education

(Geelong, Victoria, Australia, November 29-30, 1993). Symposium Proceedings 1.

Deakin Univ., Geelong (Australia). Centre for Studies in Mathematics, Science and Environmental Education.

Report No.—ISBN-0-7300-2654-X

Pub Date—95

Note—186p.

Available from—Deakin University, Center for Studies in Mathematics, Science and Environmental Education, Geelong, Victoria 3217, Australia.

Pub Type—Collected Works - Proceedings (021)

Document Not Available from EDRS.

Descriptors—Action Research, Computer Oriented Programs, Elementary Secondary Education, Foreign Countries, Higher Education,

Historiography, *Mathematics Education, *Research Methodology, *Science Education
Identifiers—Australia (Victoria), Phenomenography

Research reports typically focus on the findings of research and pay scant attention to the methodological issues—both practical and theoretical—which arise while carrying out the research. These are the proceedings of a symposium that attempted to address this situation by focusing on the practical and theoretical aspects of a range of research methodologies. The symposium was organized around four themes: (1) Qualitative Analysis with and without Computers; (2) Strategies for Probing Student Understandings; (3) Participatory Research into Teaching; and (4) Surveying the Scene. The emphasis was on the methodologies employed for conducting the research. This book includes an introduction; four sections that represent the four symposium themes, each including an overview, the papers presented, and the discussion; and a list of participants. Subjects include mathematics in engineering; historiography; computer-aided mathematics support; use of technology in researching mathematics teaching; analysis of questioning skills; phenomenography; action research; and the interaction of gender, mathematics, and computers. (PVD)

ED 403 115 SE 058 700

Pierce, Robyn

Research on Mature-Age Students Returning To Study Mathematics at Tertiary Level. Research Monograph 3.

Deakin Univ., Geelong (Australia). National Centre for Research and Development in Mathematics Education.

Report No.—ISBN-0-7300-2057-6

Pub Date—95

Note—56p.

Available from—Deakin University, Faculty of Education, National Centre for Research and Development in Mathematics Education, Geelong, Victoria 3217, Australia.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—*Adult Students, *Cognitive Style, Educational Statistics, Foreign Countries, Higher Education, Learning Strategies, *Mathematics Education, *Nontraditional Students, Statistics

Identifiers—Australia (Victoria)

All too often it is assumed that the preferred learning styles of adults who return to college and the support they need to assist them in their studies parallel that of students who enter higher education institutions directly after completing secondary education. This monograph explores the validity of this assumption in a study of first-year college students who have returned to study courses that require mathematics or statistics prerequisites. The chapters included are: (1) "Mature-Age Students Returning to Study Mathematics", which describes the situation; (2) "A Review of Current Literature", which includes problems faced by mature students, common adult learning strategies, and a discussion about bridging courses and remedial courses; (3) "Mature-Age Students Studying First Year Mathematics, Semester 1, 1992, Ballarat University College", which describes the study and methodology; (4) "Observations and Results"; and (5) "Summary and Conclusions". Appendices include the surveys answered by the adult students in the study and interview questions. Contains 44 references. (PVD)

ED 403 116 SE 058 778

Adams, Mary And Others

Ecosystem Matters: Activity and Resource Guide for Environmental Educators.

Forest Service (USDA), Rocky Mountain Region.

Pub Date—Nov 95

Note—239p.; This curriculum was made possible through the Western State Foresters in conjunction with the USDA Natural Resource Consortium Education West Wide Program.

Available from—USDA Forest Service, 201 14th Street, P.O. Box 96090, Corner 14th and Independence (2NW), Washington, DC 20090-

6090.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC10 Plus Postage.

Descriptors—*Conservation Education, Drama, *Ecology, Elementary Secondary Education, *Environmental Education, Geography Instruction, Interdisciplinary Approach, Language Arts, Mathematics Education, Physical Education, *Resource Materials, Science Activities, *Science and Society, Social Studies, *Thematic Approach

An ecological approach involved making conscious decisions which result in actions that responsibly contribute to the long-term stewardship of natural resources. This activity and resource guide was designed for use by both educators and resource managers to supplement existing courses and programs concerning ecological matters. These interdisciplinary activities cover such subjects as social studies, drama, language arts, geography, history, math, physical education, and science in addition to environmental education. The activities are organized by age group—grades K-3 (13 activities), grades 4-5 (20 activities), grades 6-8 (25 activities), and grades 9-12 (13 activities)—but are scattered throughout the guide without regard to age level. The preface describes a new way of looking at the earth and its natural resources called Ecosystem Management; the introduction defines ecosystems and ecosystem management; and the users guide gives tips for sampling activities. Each activity is accompanied by a sidebar containing the following information: (1) Age level; (2) Process; (3) Objectives; (4) Timeframe; (5) Skills; (6) Materials; and (7) Vocabulary. Sample activities include "Career Critics" (K-3), which introduces the concept that wild animals can manage some human-induced environmental problems, and "The Long and Winding Road" (grades 4-12), in which students examine various societal values related to archaeological resources such as Stonehenge. Contains a glossary of 175 words. (PVD)

ED 403 117 SE 059 040

Physics in Virginia: The State of the State's Public Undergraduate and Graduate Physics Programs. A Report by the Virginia Task Force on Physics. Presented to Virginia's Colleges and Universities and the State Council of Higher Education for Virginia. Revised.

Virginia State Council of Higher Education, Richmond.

Pub Date—22 Jul 96

Note—55p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Access to Education, Demography, Equal Education, Faculty Development, Graduate Study, Higher Education, Nonmajors, *Physics, Program Evaluation, *Public Colleges, *Racial Discrimination, *Resource Allocation, Science Instruction, *Sex Discrimination, Undergraduate Study

Identifiers—*Virginia

This report, presented in nine parts, contains an executive summary and recommendations, historical background, the national context, a description of physics programs in Virginia for physics majors and those in other majors, a description of students' experiences in physics programs including alumni, an explanation of distribution of faculty responsibilities, a discussion of the recruitment and retention of women and minorities as students and faculty, a description of facilities, an explanation of the costs and benefits of physics programs, and a discussion of partnerships. The executive summary contains five major recommendations that are designed to: (1) preserve the strength of the existing programs while correcting some anachronisms; (2) bring many small programs together to produce teaching and research alliances; (3) and identify special opportunities on which physics departments can focus to attain national status. The recommendations suggest that physics programs should: (1) evaluate their curricula in light of future employment opportunities; (2) form alliances with other programs in physics and related disciplines; (3) communicate more effectively; (4) correct inequities

in the enrollment of women and minorities; (5) and keep track of costs and benefits more effectively. (DDR)

ED 403 118 SE 059 074

Dissecting Dissection.

American Anti-Vivisection Society, Jenkintown, PA.

Report No.—ISSN-0274-7774; USPS-002-660

Pub Date—96

Note—33p.; Special edition of the AV Magazine. Available from—American Anti-Vivisection Society, 801 Old York Road, #204, Jenkintown, PA 19046-1685 (\$1.50/magazine).

Journal Cit.—The AV Magazine; v105 n3 spec iss sum 1996

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Biological Sciences, *Dissection, Elementary Secondary Education, Higher Education, *Laboratory Animals, Laboratory Experiments, Science Activities, *Science Instruction

Identifiers—*Animal Welfare, *Vivisection

This journal features articles covering various aspects of dissection. "Biology—The Study of Life" (George Russell) offers students experiments that do not require using invasive procedures. "Animal Cruelty—Behind the Scenes" (Zoe Weil) describes sources of laboratory animals. "Doing without Dissection" (Juliana Texley) discusses objections over classroom dissection and its role in current biology curricula. "Dissection: Paving the Path To Vivisection" (Andy Breslin) discusses ethical principles that link dissection to vivisection. "Dissection & the Law" (Jonathan Balcombe) explores dissection legislation in the United States. "Science Fairs" (F. Barbara Orlans) describes science fair projects that have used animals and suggests humane project alternatives. Resource lists describe computer simulations; charts, models, and other media for animal studies; as well as printed information about dissection alternatives. (PVD)

ED 403 119 SE 059 137

Mourad, Teresa M. And Others

Of Apples and Animals: An Introduction to Biotechnology.

Ohio State Univ., Columbus. Coll. of Food, Agricultural and Environmental Sciences.

Pub Date—96

Note—57p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Biological Sciences, *Biotechnology, *Discovery Learning, Elementary Education, Genetics, *Science Activities, Student Attitudes, Units of Study

This guide is designed to foster an understanding of the basic concepts underlying biotechnology through simple activities that are fun and creative for students in grades 3-5. It contains four units that will lead young students to an appreciation of how biotechnology is possible and some of its applications. The process of learning is intended to build awareness of how biotechnology can affect us without the fear that often arises with the subject. Each unit contains a number of activities which can stand alone or be used in sequence. The activities are designed to help students learn through a discovery process rather than be told what to think. Units are as follows: (1) The Basis and Basics of Life; (2) Genetic Changes and Old Biotechnology; (3) Biological Processes and Old Biotechnology; and (4) Biotechnology Today and Tomorrow. Also contains a selected list of references. (JRH)

ED 403 120 SE 059 189

Coal Is Cool: Coal Education Resource Kit

Recommended for Grades K-2.

Illinois State Dept. of Energy and Natural Resources, Springfield.

Report No.—ILENR/CD-94/01

Pub Date—Jul 94

Note—118p.

Available from—Illinois Dept. of Energy and Natural Resources, Office of Coal Development and Marketing, 325 W. Adams Street,

Room 300, Springfield, IL 62704-1892.
 Pub Type—Guides - Classroom - Learner (051)
 EDRS Price - MF01/PC05 Plus Postage.
 Descriptors—*Coal, Dinosaurs, Earth Science,
 *Energy Education, Fuels, *Mining, *Natural
 Resources, Primary Education, Science Instru-
 tion

Identifiers—*Illinois

This coal education resource kit for grades K-2 was developed by the Illinois Department of Energy and Natural Resources (ENR). The kit contains activities designed to help students become familiar with the origin of coal and the process involved in its development, become familiar with safety equipment used by coal miners and understand why the equipment is needed, be able to verbally list some uses of Illinois coal and state why it is important, understand the two types of mining used by Illinois coal miners to extract coal from the ground, and become familiar with basic vocabulary words. The activities are divided into five sections: (1) origin of coal; (2) uses of coal; (3) mining; (4) mining and safety; and (5) additional activities. The teacher is provided with instructions for using the kit and background information. Each of the first four activity sections begins with a teacher narrative. Dinosaurs are also a part of many of the activities. (PVD)

ED 403 121 SE 059 254

Cutting, Jennifer McGregor And Others

Take To The Streets: Guide To Planning Out-
 door, Public Exhibits.

New York Hall of Science, Flushing Meadows
 Corona Park, NY.

Spons Agency—National Science Foundation,
 Arlington, VA.

Pub Date—May 95

Contract—ESI-9055535

Note—34p.

Available from—New York Hall of Science, 47-
 01 111th Street, Flushing Meadows Corona
 Park, NY 11368.

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Exhibits, *Nonformal Education,
 Program Development, *Science Programs

Placing exhibits in public places provides a unique opportunity to reach a broad non-museum-going audience. It offers marketing and publicity opportunities as well as the potential to develop relationships with agencies and individuals who are stakeholders in the public site. The purpose of this guidebook is to describe the steps in creating an outdoor public exhibition. It contains general principles for planning, designing, and implementation to supplement the usual exhibit development process. It is arranged in sections which follow the chronology of exhibition development. Each section includes practical information, personal experiences, and tools used in developing "Science City," an innovative sidewalk science exhibition designed to reveal the science and technology of the urban infrastructure. Sections include Site Selection, Approvals and Permits, Forming a Team, Design and Prototyping, Fabrication, Installation, Operations and Maintenance, Evaluation, Related Public Programming, Promotion and Marketing, In-Kind Support and Science City Project Costs, and Timeline. The guide ends with a summary and conclusion. (JRH)

ED 403 122 SE 059 258

Diskey, Kathleen And Others

An Invisible Infrastructure: Institutions of In-
 formal Science Education, Findings from a
 National Survey of Institutions of Informal
 Science Education. Volume 1 [and] Volume
 2.

Association of Science-Technology Centers,
 Washington, D.C.

Spons Agency—Carnegie Corp. of New York,
 N.Y.; National Science Foundation, Arlington,
 VA.

Report No.—ISBN-0-944040-46-2

Pub Date—Jul 96

Contract—B5499, ESI-9353341

Note—186p.

Available from—Association of Science-Technol-

ogy Centers, Inc., Suite 500, 1025 Vermont
 Avenue NW, Washington, DC 20005-3516.

Pub Type—Reports - Research (143) — Tests/
 Questionnaires (160)

Document Not Available from EDRS.

Descriptors—Aquariums, *Educational Facilities,
 Elementary Secondary Education, Nature Cen-
 ters, *Nontraditional Education, Planetariums,
 *Science Education, Science Instruction, Science
 Programs, Zoos

Identifiers—Botanical Gardens

It has long been known that science centers and other science-rich institutions provide families, youths, and the entire public with rich out-of-school science education experiences. This report describes a survey designed to document the manner and extent to which science-rich institutions are helping schools and teachers in strengthening their science education programs. In Volume 1, the survey design is described along with patterns that emerged as a result of data analysis. Topics covered include the survey, informal science education institutions, available types of support for schools, teachers served by institutions of informal science education, extrapolation of data to a national sample, funding, diversity of schools and students served by science-rich institutions, barriers to informal science education, and a summary. Volume 2 presents the survey form and detailed data and is arranged into two appendices. Appendix 1 includes the survey and cover letter that were sent to potential participants of the study. Appendix 2 contains the complete set of graphs that represent the analysis of the survey data gathered. The graphs are keyed to sections III-IX of Volume 1. (PVD)

ED 403 123 SE 059 270

Main, June Eggen, Paul

Developing Critical Thinking through Science.
 Book One.

Report No.—ISBN-0-89455-424-7

Pub Date—91

Note—146p.; For Book 2, see SE 059 271.

Available from—Critical Thinking Books and
 Software, P.O. Box 448, Pacific Grove, CA
 93950-0448; phone: 800-458-4849.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not
 Available from EDRS.

Descriptors—Communication Skills, *Critical
 Thinking, Elementary Secondary Education,
 Force, *Hands on Science, *Inquiry, Light,
 Questioning Techniques, *Science Activities,
 *Science Process Skills, Scientific Concepts,
 Water

This book is based on the premise that students apply thinking skills to learning science concepts and principles by doing through direct, firsthand experiences in an interactive, open atmosphere; constructing by building their knowledge through guided inquiry; and connecting by relating their learning to the world around them. The contents of this book have been designed to provide teachers and prospective teachers with a variety of science activities that spark curiosity in students. Each activity includes step-by-step procedures and questioning strategies that help students practice critical thinking while applying it to what they learn in class and to the real world. By becoming involved in these activities through direct observation, hands-on participation, and verbalization of the physical and thought processes, students build a more concrete understanding of the concepts taught in the activities. Units in this volume include: (1) Observing; (2) Water; (3) Buoyancy and Surface Tension; (4) Air; (5) Moving Air—Air Pressure; (6) Force; and (7) Space, Light, and Shadows. (JRH)

ED 403 124 SE 059 271

Eggen, Paul Main, June

Developing Critical Thinking through Science.
 Book Two.

Report No.—ISBN-0-89455-422-0

Pub Date—90

Note—272p.; For Book 1, see SE 059 270.

Available from—Critical Thinking Books and
 Software, P.O. Box 448, Pacific Grove, CA

93950-0448; phone: 800-458-4849.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not
 Available from EDRS.

Descriptors—Acoustics, Communication Skills,
 *Critical Thinking, Electricity, Elementary
 Secondary Education, Force, *Hands on Sci-
 ence, Heat, *Inquiry, Light, Magnets, *Sci-
 ence Activities, Science Process Skills,
 Scientific Concepts

Identifiers—Aerodynamics

This book is based on the premise that students apply thinking skills to learning science concepts by doing through firsthand experiences in an interactive, open atmosphere; constructing by building knowledge through guided inquiry; and connecting by relating learning to the world around them. The contents of this book have been designed to provide teachers with a variety of science activities that spark curiosity in students. Each activity includes step-by-step procedures and questioning strategies that help students practice critical thinking while applying it to what they learn in class and to the real world. By becoming involved in these activities through direct observation, hands-on participation, and verbalization of the physical and thought processes, students build a more concrete understanding of the concepts taught in the activities. Topics include: (1) Process Skills; (2) Force, Movement, Work, Systems, and Weight; (3) States of Matter; (4) Mass, Volume, and Density; (5) Air Pressure...The Pressure of the Atmosphere; (6) Heat, Expansion, and the Movement of Molecules; (7) The Transfer of Heat; (8) Flight and Aerodynamics; (9) The Speed of Falling Bodies; (10) Graphing, the Flight of Helicopters, and Controlling Variables; (11) The Flight of Rockets and Action-Reaction; (12) Inertia and the Flight of Satellites; (13) Surface Tension; (14) Bubbles; (15) Sound; (16) Light-Reflection and Refraction; and (17) Magnetism and Electricity. (JRH)

ED 403 125 SE 059 453

Rinehart, William C., Jr. Beazley, Lea J.

Testing the Waters. Duke Power State Park:
 An Environmental Education Learning Ex-
 perience Designed for Grades 4-7.

North Carolina State Dept. of Environment,
 Health, and Natural Resources, Raleigh Div.
 of Parks and Recreation.

Pub Date—Jun 96

Note—118p.; Supercedes ED 376 028 which
 does not include grade 7.

Available from—North Carolina Dept. of Envi-
 ronment, Health and Natural Resources, Div.
 of Parks and Recreation, P.O. Box 27687, Ra-
 leigh, NC 27611-7687.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Conservation (Environment),
 *Ecology, Environmental Education, Experien-
 tial Learning, Field Trips, Intermediate
 Grades, Junior High Schools, Land Use, *Out-
 door Education, *Parks, *Science Activities,
 *Water Pollution, Water Quality

Identifiers—Dichotomous Keys, North Carolina
 State Parks System, Watersheds

This learning packet of hands-on activities was developed by the Duke Power State Park in North Carolina for grades 4-7 to acquaint students with the concepts of water quality, watersheds, aquatic sampling, water pollution, preservation of natural areas, and land use. The loose-leaf book is divided into these sections: (1) introduction to the North Carolina State Park System, Lake Norman, the Duke Power State Park, and the park's activity packet; (2) a summary of the activities including major concepts and objectives covered; (3) previsit activities introducing the use of a dichotomous key, familiarizing students with water-related words, and introducing the concept of watersheds; (4) on-site activities that teach students to recognize indicators of water quality, conduct simple physical and chemical tests, and note firsthand some factors that affect water quality; (5) post-visit activities that encourage students to examine conflicting land-use concerns, discuss ways water becomes polluted, become familiar with major types of aquatic pollution, and predict potential effects of aquatic pollut-

ants on wildlife and people; (6) a list of 57 vocabulary words; and (7) necessary park and parental permission forms. Contains 25 references. (PVD)

ED 403 126 SE 059 454

The University of Chicago School Mathematics Project, Autumn 1996.

Chicago Univ., IL. School Mathematics Project. Spons Agency—Amoco Foundation, Inc., Chicago, IL.

Pub Date—96

Note—21p.

Available from—University of Chicago School Mathematics Project, 5835 S. Kimbark Avenue, Chicago, IL 60637.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, *Educational Resources, Elementary Secondary Education, Instructional Materials, *Mathematics Curriculum, *Professional Development, *Relevance (Education), Student Evaluation, Telecommunications

Identifiers—*University of Chicago School Mathematics Project

This document discusses a variety of aspects of the University of Chicago School Mathematics Project (UCSMP). Extensive historical background of the project, including key personnel and funding sources at various stages, is provided. The goals of the project are to upgrade the mathematics experience of the average student, connect the real world with the mathematics curriculum, and garner international support for UCSMP. This report contains descriptions of the scope of the project; the UCSMP Online Service; the resource development component; the elementary and secondary components including materials development, teacher development, and evaluation; and a listing of available materials related to the different aspects of the project. Resources are also noted throughout the report that are appropriate for elementary and secondary mathematics instruction. (DDR)

ED 403 127 SE 059 552

Schoolyard Habitats—Learning Locally: Facilitator Training.

Fish and Wildlife Service (Dept. of Interior), Washington, D.C.; National Wildlife Federation, Vienna, VA.; New Hampshire State Fish and Game Dept., Concord.; North American Association for Environmental Education, Troy, OH.; Project WILD, Bethesda, MD.

Pub Date—Nov 96

Note—303p.; Workshop presented at the Annual Conference of the North American Association for Environmental Education (Burlington, CA, November 1-2, 1996).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Conservation (Environment), Elementary Secondary Education, *Environmental Education, *Habitats, Program Development, Program Evaluation, Teacher Education, *Workshops

This course is designed for educators, natural resource professionals, and others who will be working with students, teachers, school systems, youth groups and their leaders, community groups, and others to plan, design, and conduct wildlife habitat enhancement projects, primarily on school grounds. It provides an introduction to planning, designing, and installing wildlife habitat projects on school grounds. Course participants select two sample habitats to learn about and plan including ponds and wetlands, woodlands, grasslands, and deserts. The workshop presents other components of successful programming including forming a broad-based team, site inventory and mapping techniques, managing the site for diversity, project and program evaluation, tips on working with schools such as involving and enabling the students, training teachers, curriculum integration, and overcoming administrative and financial challenges. It also provides examples of real school projects and ideas for involving the community and other partners in

establishing a system of technical support for schools. (JRH)

ED 403 128 SE 059 571

Kring, Bill

How Can I Get There?

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date—Nov 96

Note—6p.

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 20191-1593.

Journal Cit—NCTM Math Notes; Nov 96

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computation, Elementary Education, *Graphs, Mathematical Applications, *Mathematical Enrichment, Mathematics Instruction, *Mathematics Materials, Number Concepts

Identifiers—Mathematics Activities, *Pascal Triangle, *Permutations

This activity guide is a supplement to the November 1996 issue of the National Council of Teachers of Mathematics Student Math Notes. It contains a series of problems based on one main story problem. Using this problem and the other problems contained in the guide based on it, students explore different mathematical concepts such as graph theory, counting, permutations, combinations, and Pascal's triangle. (PVD)

ED 403 129 SE 059 572

Position Statements of the National Council of Teachers of Mathematics.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date—96

Note—10p.; In: the NCTM 1996-97 Handbook, p18-24.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bilingualism, *Calculators, *Computer Uses in Education, Elementary Secondary Education, Instructional Materials, Mathematics Education, *Media Selection, Metric System, *Minority Group Children, Non English Speaking, *Position Papers, *Professional Development, Standards, Student Attitudes, *Teacher Evaluation, Technology Education

Identifiers—National Council of Teachers of Mathematics

Position statements of the National Council of Teachers of Mathematics (NCTM) are provided in detail. Topic areas for which position statements are provided include: Calculators and the Education of Youth, Early Childhood Mathematics Education, Evaluation of Teacher Performance, Guiding Students' Attitudes and Decisions Regarding Their Mathematics Education, Mathematics Education of Underrepresented Groups, Mathematics for Language Minority Students, Mathematics Leaders in Elementary/Middle Schools, Mathematics Leaders in Secondary Schools, Metrication, Professional Development of Teachers of Mathematics, Professional Standards for Selection and Implementation of Instructional Materials, Teaching Mathematics in the Middle Grades, and the Use of Technology in the Learning and Teaching of Mathematics. (DDR)

ED 403 130 SE 059 580

Mathematics: Making a Living, Making a Life.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date—96

Note—17p.

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 20191-1593.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Standards, Classroom Environment, Community Attitudes, *Educa-

tional Change, Elementary Secondary Education, Excellence in Education, Homework, Mathematics Curriculum, *Mathematics Education, Problem Solving, *School Community Relationship, Standards, *Student Evaluation

This document highlights what is needed to ensure excellence in mathematics education as teachers and schools prepare students for the world beyond the classroom. One goal of this publication is to inform parent groups, school boards, business leaders, and local policy makers of the changes taking place in mathematics education. The purpose of a strong foundation in mathematics is stated and a description of a modern mathematics classroom with a problem solving flowchart are included. A brief discussion of the standards of the National Council of Teachers of Mathematics (NCTM) for curriculum, teaching, and assessment is provided. Specific changes in educational practice produced by adherence to NCTM standards are listed. Visible signs of change in classrooms, teachers, students, homework, tests, and grades are also described. (DDR)

ED 403 131 SE 059 583

Angus, Carolyn Bell, Ann

Scienicing with Mother Goose: Activities for Integrating Science and Literature.

Pub Date—29 Dec 96

Note—11p.; Paper presented at the National Science Teachers Association Global Summit on Science and Science Education (San Francisco, CA, December 29, 1996).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Childrens Literature, Integrated Activities, Learning Activities, *Nursery Rhymes, Primary Education, *Science Activities, *Science Process Skills

The pairing of Mother Goose rhymes and nursery tales with the scientific thinking process is an effective instructional strategy linking reading and science learning at the primary level. This paper presents several such pairings which stress the basic science processes in grades K-3 of observing, communicating, comparing, ordering, and categorizing. Examples of some activities are: (1) The Gingerbread Man in which students obtain information about objects (gingerbread cookies) and events in their environment by looking, touching, smelling, listening, and tasting; (2) Mother Hubbard's Cupboard where students identify unique qualities of an object (dog milk bones) by comparing it with similar objects; (3) Old Mother Goose and the Golden Egg: A Communicating Activity in which graphs are used to analyze information; (4) There Was an Old Woman: A Comparing Activity where children try developing compare-and-contrast charts for different versions of nursery rhymes and traditional tales; (5) I Know an Old Lady: An Ordering Activity in which children learn to sequence major story events; and (6) Three Bears: A Categorizing Activity where children learn patterns of groups and classes using 6-8 different kinds of bowls. All materials used and procedures followed are described. (PVD)

ED 403 132 SE 059 586

Cohern, William W.

Public Understanding of Science as Seen by the Scientific Community: Do We Need To Re-Conceptualize the Challenge and To Re-Examine Our Own Assumptions?

Pub Date—18 Nov 96

Note—25p.; Paper presented at the Seminar for Science, Technology and Citizenship (Leangkollen, Norway, November 18-19, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, Elementary Secondary Education, Futures (of Society), Higher Education, *Public Opinion, *Science

and Society, Science Education, Scientific Literacy, Scientists, Values
Identifiers—*Philosophy of Science

This paper addresses the question of how the scientific community views the public understanding of science and whether there needs to be a reconceptualization of the challenge to foster the public understanding of science, as well as whether there is a need to re-examine assumptions. It is argued that the science community's historic perspective on the public is grounded in the legitimate interests of science, but that the promotion of the public understanding of science needs to be grounded in its legitimate interests in science. Topics covered include: (1) A Celebration of Science, which discusses angst in the scientific community and heroic stories of scientific investigations; (2) Anti-Science Sentiment, a phenomenon of the last 20 years; (3) Scientific Positivism, which roughly represents a classical view of realism, philosophical materialism, strict objectivity, and hypothetico-deductive method; and (4) An Alternative View of Science and the Public, where the differences between scientists' and nonscientists' views of nature and problems with the compatibility of science with very different perspectives is explained. It is concluded that the science community and school science education must locate science within a broader view of knowledge. Contains 62 references. (PVD)

ED 403 133

SE 059 587

Keating, Joseph F.

Using Ethnobotany as a Topic To Make Connections between Culture and Science.

Pub Date—Feb 97

Note—13p.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*American Indian Culture, *American Indians, *Cultural Context, *Environment, High Schools, Interdisciplinary Approach, *Plants (Botany)

Identifiers—*Ethnobotany

Ethnobotany is the study of the relationships between plants and people. Ethnobotanists study a large range of interests related to indigenous populations, including the use of plants for foodstuffs, medicines, dyes, transportation, clothing, shelter, and ritual. The Navajo, like other indigenous groups, have developed a wealth of knowledge about the local fauna which have led to the following: medicines used in sacred ceremonies and for the treatment of a variety of ailments for both man and animal; dyes used in the coloring of wool for rugs; nutritionally rich leaves, roots, stems, and fruits to supplement their diets; and materials for the construction of shelter and utilitarian goods. This paper reviews an ethnobotany unit that utilizes the valuable science content contained in the ethnobotany of the Navajo. This interdisciplinary approach helps develop deeper understanding of the relationships of culture to the environment. Also included is a list of resources for acquiring general knowledge about ethnobotany. (JRH)

ED 403 134

SE 059 595

Barufaldi, James P. And Others

Building a Successful Collaborative for Professional Development: Lessons Learned and Recommendations. Texas Regional Collaborative for Excellence in Science Teaching. Dwight D. Eisenhower Science Professional Development.

Pub Date—Jan 97

Note—12p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers of Science (Cincinnati, OH, January 9-12, 1997).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Cooperation, Educational Change, Educational Resources, Elementary Secondary Education, Higher Education, Knowledge Base for Teaching, *Professional Development, *Science Edu-

cation, Science Teachers, *Teacher Education, Teacher Effectiveness

For genuine and long-lasting improvement in science education to occur, teachers must be given the necessary and relevant professional development and resources needed. This paper discusses the shortcomings of traditional science inservice programs that do not provide the professional development needed by today's science teachers and argues that radical revisions of long-held views of science inservice training and teacher preparation are needed if schools are to turn the tide of ignorance and illiteracy that all too frequently characterizes U.S. students' performance on national and international standardized achievement tests. Topics discussed include shortcomings of traditional science inservice programs, state initiatives for restructuring the science curriculum, successful science professional development—what it is like and how to go about providing it, and implications to preservice teacher preparation programs. It is concluded that long-term, relevant, sustained, and high-intensity science professional development will have a positive impact on teacher performance and student achievement. Also included is information on Regional Collaboratives for Excellence in Science Teaching. (JRH)

ED 403 135

SE 059 598

Pelaez, Nancy And Others

Engagement, Wonder, and Learning by Jerks in Science: Perspectives of Pre-Service Elementary Education Students, Medical Students, and Research Science Doctoral Students.

Pub Date—10 Jan 97

Note—12p.; Paper presented at the Annual Meeting of the Association of Educators of Teachers of Science (Cincinnati, OH, January 10, 1997).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, Educational Strategies, Elementary Secondary Education, Higher Education, *Learning Processes, *Learning Theories, *Science Education, *Student Attitudes

How do good science students perceive the process of learning science? What occurs in the learning process that motivates students to accept the challenge of pursuing a career in science? This paper reports on panel discussions held by teams of medical students, research science doctoral students, science education students, and high school chemistry students who described themselves as good science learners. The students discussed what part of science learning is acquiring knowledge, what part is scientific method, and whether learning difficult scientific concepts occurs as a gradual process or in quantum leaps. Conversations were transcribed and responses classified to identify consensus or unifying themes. One conclusion made is that good science learning involves an emotional process beginning with frustration at not understanding a given concept. Good students use frustration to focus their attention to work through the concept, sometimes through repetition using different perspectives, until a broader general meaning within a context becomes clear. Understanding in science comes in jerks, sometimes in a flash of insight, and is accompanied by feelings of elation. The breadth-rather-than-depth approach currently used in teaching science in schools rarely allows students the opportunity to experience this process. (PVD)

ED 403 136

SE 059 599

Hamrick, Penny L.

Teaching for Excellence in K-8 Science Education: Using Project 2061 Benchmarks for More Effective Science Instruction.

Pub Date—Jan 97

Note—14p.; Paper presented at the Annual Meeting of the Association of Educators of Teach-

ers of Science (Cincinnati, OH, January, 1997).
Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Course Descriptions, *Education Majors, *Educational Change, Elementary Secondary Education, Higher Education, *Methods Courses, *Science Education, Science Instruction, *Standards

Identifiers—*Project 2061 (AAAS)

As a result of the new era in science education reform, professional associations in science such as the American Association for the Advancement of Science (AAAS) have developed science standards for grades K-12. This paper describes a model for utilizing the AAAS Project 2061 benchmarks for these standards in a science methods course. The course was divided among four phases, each building on the previous one. They are as follows: (1) Confront and Challenge, designed to extend teacher candidates' knowledge of national reform movements in science education; (2) Application, in which teacher candidates apply the principles of Science For All Americans (SFAA) and the Project 2061 benchmarks in curriculum design, instruction, and assessment; (3) Evaluation, where teacher candidates evaluate instructional resources by applying the SFAA principles and benchmarks; and (4) Sharing, in which teacher candidates participate as teachers in carrying out lessons they have designed using the recommended content and pedagogy of the benchmarks. Teacher candidates' feedback and reflections show how the content and pedagogical goals of the benchmarks were successfully integrated into their thoughts on the nature of science and science teaching. Contains 11 references. (PVD)

ED 403 137

SE 059 600

Merkle, Dale G.

Inclusive Science Education: What Does It Look Like? Confronting Homophobia and Providing Equity for Homosexuals in Our Science Classrooms.

Pub Date—11 Jan 97

Note—7p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers in Science (January 9-12, 1997, Cincinnati, OH).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Educational Philosophy, Elementary Secondary Education, *Homophobia, *Homosexuality, Inclusive Schools, *Lesbianism, Science and Society, Science Curriculum, *Science Instruction

This paper provides a current picture of what is happening to homosexual students in science classrooms, and discusses the necessity of promoting an understanding of what needs to be done to make science classrooms inclusive for gays and lesbians. A summary of a research study that used a survey of homosexual students' attitudes toward school and academic performance provides the framework for the argument that homophobia in classroom environments affects a large enough population of students to warrant serious consideration of remedies. It is suggested that to overcome homophobia we need to confront the issue and not relegate it to health or sex-education classes, and teach units about homosexuality in biology and life science classes as early as fourth grade. A wide range of research dealing with many aspects of homosexuality is cited. The rationale and the advantages to all students of an inclusive science curriculum are explained. Contains 23 references. (DDR)

ED 403 138

SE 059 601

Spiegel, Samuel A. Ed. And Others

Perspectives from Teachers' Classrooms. Action Research. Science FEAT (Science for Early Adolescence Teachers).

Southeastern Regional Vision for Education (SERVE), Tallahassee, FL.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Pub Date—95

Contract—R168R200001

Note—140p.

Available from—SERVE, Math/Science Consortium, Suite D-23, 345 S. Magnolia Drive, Tallahassee, FL 32303.

Pub Type—Collected Works - General (020) — Reports - Research (143)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—*Action Research, Classroom Communication, Cooperation, Cooperative Learning, Educational Strategies, Elementary Secondary Education, Equal Education, Higher Education, Learning Activities, Motivation, Problem Solving, *Science Instruction, Student Attitudes, *Teacher Education, Technology

Action research is one of the more increasingly popular and innovative techniques for engaging teachers in shaping change in the classroom. The research in this monograph was conducted by teachers in classrooms in Florida and Georgia. Papers were selected from 65 action research papers written in fulfillment of one of the requirements of the Science FEAT (Science For Early Adolescence Teachers) program and are illustrative rather than exhaustive of the types of questions, issues, and concerns that many classroom teachers are beginning to address through action research. Papers include: (1) "Effect of Technology on Enthusiasm for Learning Science" (Jane Hollis); (2) "What Types of Learning Activities Are More Likely to Increase the Involvement of Non-Participating Students?" (Phyllis Green); (3) "Encouraging Participation in a Middle School Classroom" (Patricia Dixon); (4) "What Patterns of Teacher-Student Verbal Communication Exist in My Classroom?" (Elizabeth Graham); (5) "The Use of Cloze Procedure as an Instructional Tool in a Middle-School Classroom" (William Weldon); (6) "Equality in the Classroom: An Attempt to Eliminate Bias in My Classroom" (Stephen Thompson); (7) "The Effect of a Teacher's Questions on Limited English Proficient and Bilingual Students" (Jacqua Ballas); (8) "Conceptual Learning and Creative Problem Solving Using Cooperative Learning Groups in Middle School Science Classes" (Michael DuBois); and (9) "Long Distance Collaboration: A Case Study of Science Teaching and Learning" (Angie Williams). Also included is a description of the Science FEAT program and a concluding chapter, "So You Want To Do Action Research" (Angelo Collins, Samuel A. Spiegel) that provides insight into conducting action research for classroom teachers, school administrators, and college/university personnel interested in enhancing teaching and learning within their local community or organization. (JRH)

ED 403 139

SE 059 604

Schiro, Michael

Integrating Children's Literature and Mathematics in the Classroom: Children as Meaning Makers, Problem Solvers, and Literary Critics.

Report No.—ISBN-0-8077-3564-7

Pub Date—97

Note—176p.

Available from—Teachers College Press, Columbia University, Teachers College, 1234 Amsterdam Avenue, New York, NY 10027 (cloth: ISBN-0-8077-3565-5; paper: ISBN-0-8077-3564-7).

Pub Type—Guides - General (050) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Books, *Children's Literature, *Educational Strategies, Elementary Education, *Interdisciplinary Approach, *Mathematics Education, Teaching Methods

This book explores some of the relationships between mathematics, children's literature, and literary criticism. It focuses on ways of using trade books to provide children and educators with powerful instructional experiences that integrate the study of mathematics with children's literature and the search for excellent children's trade books that contain mathematics. The introductory chapter

describes reasons for integrating the study of mathematics and children's literature, as well as the history of a search for excellent children's mathematics trade books and powerful instructional methods of using them. Chapter 2 presents a classroom example of an instructional method that helps children and adults better understand mathematics, literature, and themselves. Chapter 3 examines the philosophical and pedagogical underpinnings of the instructional model presented. Chapter 4 discusses standards useful in assessing children's mathematics trade books. It sensitizes the reader to the strengths and weaknesses of such books and provides the vocabulary necessary for insightfully discussing them. Chapter 5 explores ways of mathematically enhancing children's books to enrich their reader's mathematical and literary experiences. The appendix provides an assessment instrument useful for evaluating children's mathematics trade books. Contains 126 references. (JRH)

ED 403 140

SE 059 607

Anthropology. Teacher's Resource Packet.

Smithsonian Institution, Washington, D.C. Museum of Natural History.

Pub Date—[96]

Note—169p.

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

EDRS Price — MF01/PC07 Plus Postage.

Descriptors—American Indians, *Anthropology, *Archaeology, *Cultural Education, Ethnic Studies, Ethnography, Evolution, Folk Culture, *Fused Curriculum, Integrated Activities, Paleontology, Primatology, Secondary Education, Secondary School Teachers, Social Studies, Zoos

Identifiers—*Natural History, *Smithsonian Institution

This document is a collection of materials developed for the Smithsonian Institution/George Washington University Anthropology for Teachers Program. The program was established to encourage junior and senior high school teachers to integrate anthropology into their social studies and science classes. The materials include several bibliographies: (1) "Anthropological Materials Available from the Smithsonian Institution"; (2) "Human Evolution," including Introduction to Paleoanthropology, Evolution of Brain Behavior, and Human Evolutionary Ecology and Archaeology; (3) "Primate Behavior," which also contains classroom activities; (4) "Growing Up in Non-Western Societies," which includes South America; (5) "North American Indians"; (6) "Periodicals of Anthropological Interest"; (7) "Introductory Readers"; and (8) "Films for Teaching Ethnicity." Articles on anthropological topics include: (1) "What's New in Human Evolution"; (2) "Modern Human Origins—What's New with What's Old"; (3) "Nacirema Initiation Ceremonies"; and (5) "Tales Bones Tell." Activity topics include: (1) "A Family Folklore Activity"; (2) "Exploring Historic Cemeteries"; (3) "Zoo Labs"; (4) "Mother-Infant Observation"; (5) "Reconstructing Babylonian Society from Hammurabi's Code of Law"; (6) "North American Myths and Legends"; (7) "Teaching Ethnographic Interviewing"; and (8) "Archaeology in the Classroom (Comparative Garbage Exercise)." Other lists give names of organizations to join, fieldwork opportunities for teachers and students, and student field projects. (PVD)

ED 403 141

SE 059 619

Cox, Anne Marshall Olson, Joanne K.

Empowering Teachers as Researchers.

Pub Date—Dec 96

Note—5p.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Action Research, Elementary Secondary Education, Research Methodology, *Science Education, *Teacher Empowerment

Identifiers—*Teacher Researchers

As educators seek to bridge the gap between research and practice, action research empowers teachers to inform others of the results found in their own schools. This paper describes a step-by-

step approach to help teachers and administrators conduct classroom action research in their own schools. The five steps are as follows: (1) problem formulation; (2) data planning and collection; (3) data analysis; (4) sharing results; and (5) implementing changes. The paper also describes the background of action research in science education and discusses different types of action research. (PVD)

ED 403 142

SE 059 620

Sirang, Craig And Others

On Sandy Shores. Teacher's Guide.

California Univ., Berkeley. Lawrence Hall of Science.

Report No.—ISBN-0-912511-98-2

Pub Date—96

Note—202p.

Available from—GEMS, University of California-Berkeley, Lawrence Hall of Science, Berkeley, CA 94720-5200.

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Cooperative Learning, Demonstrations (Science), *Ecology, Educational Games, Educational Strategies, Elementary Education, Oceanography, Research Projects, *Science Activities, Science Experiments, *Scientific Concepts, Student Projects

The activities in this guide (for grades 2-4) transport students to the sandy shore, one of the most fascinating ecosystems on the planet. At this ecological juncture a multiplicity of life forms find ways to survive, thrive, and interact with each other. Using a wide variety of learning formats, students explore and deepen their understanding of the many aspects of the sandy shore, from the grains of sand to characteristic plants, animals, and more complex biological and ecological interactions. This unit has five main activities, each of which contains multiple class sessions. Each activity is composed of three main pieces: "Into the Activities" helps students recall what they already know about the activity topic; "Through the Activities" contains experiments, simulations, demonstrations, games, and facts to help students build on their knowledge and acquire, construct, and reflect on new concepts and information; and "Beyond the Activities" provides opportunities for students, usually in groups, to explore the content further, applying what they have learned to new situations through self-designed projects, research, and home activities. Activities include Beach Bucket Scavenger Hunt, Sand on Stage, The Sights the Sand Has Seen, Build a Sandy Beach, and Oil on the Beach. Also included are a list of resources, assessment suggestions, literature connections, and summary outlines. (JRH)

ED 403 143

SE 059 633

Clough, Michael P. Berg, Craig A.

Preparing and Hiring Exemplary Science Teachers.

Pub Date—[95]

Note—19p.; Originally published in Kappa Delta Pi Record; v31 n2 p80-89 Win 1995.

Pub Type—Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, Educational Strategies, Elementary Secondary Education, Interviews, Personnel Selection, *Preservice Teacher Education, Professional Development, Questioning Techniques, Science Instruction, *Science Teachers, Teacher Administrator Relationship, *Teacher Education Programs, *Theory Practice Relationship

This article aims to: (1) improve novice and experienced science teachers' understanding of contemporary pedagogical research, its value in improving classroom practice, and how to effectively communicate this in an interview; (2) improve administrators' interviewing practices so that exemplary candidates stand out from other candidates; and (3) improve science teacher education programs so that their preservice teachers become exemplary science teachers. Research is cited that explains and describes exemplary science teaching, exemplary science teacher education programs, and identifying exemplary science teachers. Thirteen productive interview questions are provided

with sample answers from a solid candidate and a dubious candidate. Also included is a chart of the components of a research-based rationale for teaching science, lists of desirable teacher and student attributes, and a discussion of the implications that these points hold for science teacher education. Contains 54 references. (DDR)

ED 403 144 SE 059 636

Siegel, Marjorie And Others

Beyond Word-Problems and Textbooks: Using Reading Generatively in the Mathematics Classroom.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—Mar 96

Contract—MDR-8851582

Note—126p.; Paper based on the study reported for the "Reading to Learn Mathematics for Critical Thinking" project.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Action Research, *Case Studies, Cooperation, *Educational Strategies, Interdisciplinary Approach, *Mathematics Instruction, Reading, Secondary Education, Teaching Methods

The purpose of this monograph is to articulate what it means to "read rich mathematical texts generatively" and the implications such experiences might have for mathematics instruction, based on a descriptive study of selected episodes developed in four secondary mathematics classrooms. These "reading to learn mathematics" (RLM) episodes were the result of action research developed by a collaborative team of mathematics teachers and researchers in mathematics education and reading education. The nature and implications of this approach is developed throughout the monograph in a number of complementary ways. First, the views of mathematics instruction and reading that inform the proposed approach to reading mathematics are articulated. The approach is then illustrated by means of two classroom vignettes which are further examined in the light of both transactional reading theory and how these experiences contributed to achieving the new vision for school mathematics promoted by current reform movements. The theoretical argument and empirical findings reported suggest that, though not the only valuable way to capitalize on reading in mathematics instruction, this approach can provide mathematics teachers with a novel and powerful instructional strategy with which to support the reform of mathematics instruction currently called for by many constituencies. (Author/JRH)

ED 403 145 SE 059 637

Simmons, Deborah And Others

Environmental Education Materials: Guidelines for Excellence.

North American Association for Environmental Education, Troy, OH.

Spons Agency—National Consortium for Environmental Education and Training; National Environmental Education and Training Foundation, Washington, DC.; National Fish and Wildlife Foundation; Northern Illinois Univ., De Kalb; World Resources Inst., Washington, DC.; World Wildlife Fund, Washington, DC.

Report No.—ISBN-1-884008-41-0

Pub Date—96

Note—30p.; Funding also received from the Environmental Education and Training Partnership.

Available from—North American Association for Environmental Education, Publications and Membership Office, P.O. Box 400, Troy, OH 45373.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Resources, Elementary Secondary Education, *Environmental Education, Instructional Materials, *Media Selection

These guidelines are a set of recommendations for developing and selecting environmental education materials with the aim of helping developers of activity guides, lesson plans, and other instructional

materials produce high quality products and providing educators with a tool to evaluate the wide array of available education materials. They offer a way to judge the relative merit of different materials, a standard to aim for in developing new materials, and a set of ideas about what a well-rounded environmental education curriculum might be like. The guidelines point out six key characteristics of high quality environmental education materials, including fairness and accuracy, depth, emphasis on skill building, action orientation, instructional soundness, and usability. For each of these characteristics there are listed some guidelines for environmental education materials to follow. Each guideline is accompanied by several indicators listed under the heading "What to Look For". These indicators suggest ways of gauging whether the materials being evaluated or developed follow the guidelines. (JRH)

ED 403 146 SE 059 638

Report Assessing Environmental Education in the United States and the Implementation of the National Environmental Education Act of 1990.

Environmental Protection Agency, Washington, DC. Office of Environmental Education; North American Association for Environmental Education, Troy, OH.

Pub Date—Dec 96

Note—5p.

Available from—U.S. Environmental Protection Agency, Environmental Education Division, 401 M Street SW (1707), Washington, DC 20460.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conservation Education, Elementary Secondary Education, *Environmental Education, Higher Education, Lifelong Learning, Nonformal Education, *Science and Society Identifiers—Environmental Literacy, National Environmental Education Act 1990, *Public Interest

This report to Congress, prepared by the National Environmental Education Advisory Council with assistance from the North American Association for Environmental Education, has three main objectives: (1) to describe the current status of environmental education in the United States; (2) to update Congress on the EPA's progress in implementing the National Environmental Education Act; and (3) to offer specific recommendations for strengthening environmental education at national, state, and local levels. The report is divided into six main sections, plus references and appendices. Those sections following the Executive Summary are as follows: (1) "Introduction"; (2) "What is Environmental Education and Why Do We Need It?"; (3) "Status of Environmental Education in the United States"; (4) "Implementing the National Environmental Education Act of 1990"; (5) "Recommendations for Action"; and (6) "Conclusion". The appendices contain a summary of the National Environmental Education Act of 1990 (P.L.101-619); lists of the members of the National Environmental Education Advisory Council; EPA Environmental Education contacts, and environmental education contacts in state agencies; model state environmental education legislation; and results of status surveys on comprehensive environmental education programs at the state level. Contains 37 references. (PVD)

ED 403 147 SE 059 641

Koballa, Thomas R., Jr. And Others

WOWBugs: Materials Development and Classroom Implementation of a Novel Organism.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—96

Contract—ESI-9353040

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Biological Sciences, Cooperation, *Educational Strategies, *Entomology, Intermediate Grades, Junior High Schools, Middle

Schools, Science Activities, *Scientific Concepts, Student Attitudes, Teaching Methods Identifiers—*Wasps

The purpose of the WOWBug project was to promote "Melittobia digitata," a fruit-fly sized wasp, as a new organism for life science instruction and to determine the potential usefulness of the wasp to teach fundamental life science concepts. Fifty-five middle school teachers were introduced to the WOWBug and practiced with prototype activities in preparation for using them with their life science classes. Preliminary results indicate that the teachers' reasons for participating in the project varied greatly and that they recognized few barriers to teaching life science concepts in the areas of animal behavior, reproduction, and life cycles using the WOWBug. Over the period of one school year, the teachers' concerns about implementing the WOWBug activities in their classes shifted from those related to their personal needs to concerns about collaboration with other teachers and the effects of the activities on student learning. Benefits of the project include enhanced student interest in the life sciences and better understanding of life science concepts. (Author)

ED 403 148 SE 059 644

Rain Forests. Habitat Ecology Learning Program (H.E.L.P.), Teachers' Manual.

Wildlife Conservation Society, Bronx, NY.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—95

Contract—TPE9050268

Note—132p.; For other HELP guides focusing on ecology, see SE 059 645-649. Video accompanies Teachers' Guide.

Available from—Bronx Zoo Education Department, 2300 Southern Blvd., Bronx, NY 10460-1099 (\$52 includes shipping and handling and video; \$230, set).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Biology, Calculators, Communication Skills, Conservation (Environment), Critical Thinking, *Ecology, Elementary Education, *Habitats, *Interdisciplinary Approach, Lesson Plans, Problem Solving, *Rainforests, *Science Activities, Science Curriculum

The goal of this guide is to address a major environmental dilemma: worldwide habitat destruction and the disappearance of species. This guide is one of six that are included in the Habitat Ecology Learning Program (HELP), a holistic life science curriculum that involves students in an in-depth study of ecology. HELP includes six teaching guides and focuses on five habitats: rain forests, temperate forests, deserts, grasslands, and wetlands. The teaching guide contains informative essays on relevant issues, specific background information on plants and animals, detailed lesson plans, a scope and sequence chart for the lessons, and answers to student questions. Most lessons in the guide involve students in hands-on science activities, using calculators for data collection and analysis. These activities develop written and oral communication skills. Student handouts that may be copied are included. The units of study in this guide focus on the following: (1) the nature of a rain forest; (2) physical adaptations of rain forest plants and animals; (3) the interdependence of rain forest plants and animals; (4) the survival and coexistence of rain forest peoples with local wildlife; (5) utilization of Brazil nuts; (6) an exploration of field biology; (7) local issues affecting the rain forest; and (8) the work of field biologists. (DDR)

ED 403 149 SE 059 645

How Nature Works. Habitat Ecology Learning Program (HELP), Teachers' Manual.

Wildlife Conservation Society, Bronx, NY.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—95

Contract—TPE9050268

Note—115p.; For other HELP guides focusing on ecology, see SE 059 644-649.

Available from—Bronx Zoo Education Depart-

ment, 2300 Southern Blvd., Bronx, NY 10460-1099 (\$26 includes shipping and handling and video; \$230, set).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Biology, Calculators, Classification, Climate, Communication Skills, Critical Thinking, *Ecology, Elementary Education, *Habitats, *Interdisciplinary Approach, Lesson Plans, Population Education, Problem Solving, *Science Activities, Science Curriculum

The goal of this guide is to address a major environmental dilemma: worldwide habitat destruction and the disappearance of species. This guide is one of six that are included in the Habitat Ecology Learning Program (HELP), a holistic life science curriculum that involves students in an in-depth study of ecology. HELP includes six teaching guides and focuses on five habitats: rain forests, temperate forests, deserts, grasslands, and wetlands. "How Nature Works" provides an overview of key ecological concepts that enable students to understand the subsequent habitat modules. The teaching guide contains informative essays on relevant issues, specific background information on plants and animals, detailed lesson plans, a scope and sequence chart for the lessons, and answers to student questions. Student handouts that may be copied are included. The units of study included in this guide are: (1) What is Ecology; (2) Climate, Seasons, and Habitat; (3) The Taxonomic Shuffle; (4) Adept Adaptations; (5) The Food Web Connection; (6) Energy by the Numbers; and (7) The Big Squeeze. (DDR)

ED 403 150 SE 059 646

Temperate Forests. Habitat Ecology Learning Program (HELP). Teachers' Manual.

Wildlife Conservation Society, Bronx, NY.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—95

Contract—TPE9050268

Note—171p.; Package of 15 slides accompanies teacher guide. For other HELP guides focusing on ecology, see SE 059 644-649.

Available from—Bronx Zoo Education Department, 2300 Southern Blvd., Bronx, NY 10460-1099 (\$38 includes shipping and handling and 15 slides with script, \$230, set).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Animals, Biology, Calculators, Communication Skills, Critical Thinking, *Ecology, Elementary Education, *Forestry, *Habitats, *Interdisciplinary Approach, Lesson Plans, Problem Solving, *Science Activities, Science Curriculum, Trees

The goal of this guide is to address a major environmental dilemma: worldwide habitat destruction and the disappearance of species. This guide is one of six that are included in the Habitat Ecology Learning Program (HELP), a holistic life science curriculum that involves students in an in-depth study of ecology. HELP includes six teaching guides and focuses on five habitats: rain forests, temperate forests, deserts, grasslands, and wetlands. The teaching guide contains informative essays on relevant issues, specific background information on plants and animals, detailed lesson plans, a scope and sequence chart for the lessons, and answers to student questions. Most lessons in the guide involve students in hands-on science activities, using calculators for data collection and analysis. These activities develop written and oral communication skills. Student handouts that may be copied are included. The units of study included in this guide are: (1) What is a Temperate Forest?; (2) Making It through the Winter; (3) Life in the Smokies; (4) Raindrops Are Changing; (5) Forests of Yesterday and Today; and (6) Temperate Troubles. (DDR)

ED 403 151 SE 059 647

Deserts. Habitat Ecology Learning Program (HELP). Teachers' Manual.

Wildlife Conservation Society, Bronx, NY.

Spons Agency—National Science Foundation,

Arlington, VA.

Pub Date—95

Contract—TPE9050268

Note—158p.; Package of 15 slides accompanies teacher guide. For other HELP guides focusing on ecology, see SE 059 644-649.

Available from—Bronx Zoo Education Department, 2300 Southern Blvd., Bronx, NY 10460-1099 (\$38 includes shipping and handling and 15 slides with script, \$230, set).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Biology, Calculators, Communication Skills, Conservation (Environment), Critical Thinking, *Ecology, Elementary Education, *Habitats, *Interdisciplinary Approach, Lesson Plans, Problem Solving, *Science Activities, Science Curriculum

Identifiers—*Deserts

The goal of this guide is to address a major environmental dilemma: worldwide habitat destruction and the disappearance of species. This guide is one of six that are included in the Habitat Ecology Learning Program (HELP), a holistic life science curriculum that involves students in an in-depth study of ecology. HELP includes six teaching guides and focuses on five habitats: rain forests, temperate forests, deserts, grasslands, and wetlands. The teaching guide contains informative essays on relevant issues, specific background information on plants and animals, detailed lesson plans, a scope and sequence chart for the lessons, and answers to student questions. Most lessons in the guide involve students in hands-on science activities, using calculators for data collection and analysis. Three activities develop written and oral communication skills. Student handouts that may be copied are included. The units of study included in this guide focus on the following: (1) the nature of a desert; (2) problems and solutions associated with life in a desert; (3) desert life cycles; (4) designing a desert; (5) survival strategies of desert people; and (6) conservation of desert species. (DDR)

ED 403 152 SE 059 648

Wetlands. Habitat Ecology Learning Program (HELP). Teachers' Manual.

Wildlife Conservation Society, Bronx, NY.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—95

Contract—TPE9050268

Note—130p.; Package of 15 slides accompanies teacher guide. For other HELP guides focusing on ecology, see SE 059 644-649.

Available from—Bronx Zoo Education Department, 2300 Southern Blvd., Bronx, NY 10460-1099 (\$38 includes shipping and handling and slides with script, \$230, set).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Biology, Calculators, Communication Skills, Conservation (Environment), Critical Thinking, *Ecology, Elementary Education, *Habitats, *Interdisciplinary Approach, Lesson Plans, Problem Solving, *Science Activities, Science Curriculum, *Wetlands

The goal of this guide is to address a major environmental dilemma: worldwide habitat destruction and the disappearance of species. This guide is one of six that are included in the Habitat Ecology Learning Program (HELP), a holistic life science curriculum that involves students in an in-depth study of ecology. HELP includes six teaching guides and focuses on five habitats: rain forests, temperate forests, deserts, grasslands, and wetlands. The teaching guide contains informative essays on relevant issues, specific background information on plants and animals, detailed lesson plans, a scope and sequence chart for the lessons, and answers to student questions. Most lessons in the guide involve students in hands-on science activities, using calculators for data collection and analysis. These activities develop written and oral communication skills. Student handouts that may be copied are included. The units of study included in this guide focus on: (1) the nature of a wetland; (2) survival prospects for wetland plants and ani-

mals; (3) human use of wetlands; (4) analysis of policies affecting wetlands; and (5) a review of the impact of human activities on wetlands. (DDR)

ED 403 153 SE 059 649

Grasslands. Habitat Ecology Learning Program (HELP). Teachers' Manual.

Wildlife Conservation Society, Bronx, NY.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—95

Contract—TPE9050268

Note—149p.; Package of 15 slides accompanies teacher guide. For other HELP guides focusing on ecology, see SE 059 644-648.

Available from—Bronx Zoo Education Department, 2300 Southern Blvd., Bronx, NY 10460-1099 (\$38 includes shipping and handling and slides with script, \$230, set).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Biology, Calculators, Communication Skills, Conservation (Environment), Critical Thinking, *Ecology, Elementary Education, *Habitats, *Interdisciplinary Approach, Lesson Plans, Problem Solving, *Science Activities, Science Curriculum

Identifiers—*Grasslands

The goal of this guide is to address a major environmental dilemma: worldwide habitat destruction and the disappearance of species. This guide is one of six that are included in the Habitat Ecology Learning Program (HELP), a holistic life science curriculum that involves students in an in-depth study of ecology. HELP includes six teaching guides and focuses on five habitats: rain forests, temperate forests, deserts, grasslands, and wetlands. The teaching guide contains informative essays on relevant issues, specific background information on plants and animals, detailed lesson plans, a scope and sequence chart for the lessons, and answers to student questions. Most lessons in the guide involve students in hands-on science activities, using calculators for data collection and analysis. These activities develop written and oral communication skills. Student handouts that may be copied are included. The units of study included in this guide focus on: (1) the nature of a grassland; (2) grassland ecology; (3) grassland predator/prey relationships; (4) traditional relationships between indigenous peoples and grasslands; and (5) North American prairies. (DDR)

ED 403 154 SE 059 658

Layman, John W. And Others

Inquiry and Learning: Realizing Science Standards in the Classroom. The Thinking Series.

College Board, New York, NY.

Report No.—ISBN-0-87447-547-3

Pub Date—96

Note—70p.

Available from—College Board, 45 Columbus Avenue, New York, NY 10023.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Research (143)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Active Learning, Curriculum Development, Educational Change, Educational Objectives, Elementary Secondary Education, Inquiry, Learning Strategies, Methods Research, *Science Education, *Scientific Literacy, *Standards, Teaching Methods, Thinking Skills

Identifiers—National Science Education Standards, *Scientific Thinking

This book provides a focused, extended response to the question How does standards-based science instruction look and feel in the classroom? This question is addressed by considering two related issues: (1) "How can teachers cultivate the quality of scientific thinking and understanding defined by standards?" and (2) "How can teachers verify that students have actually attained that level of learning?" The answers emerge from data of several types, including the work and reflection of several experienced science teachers, recent research findings in student cognition and learning, and National

Science Education Standards, which help frame the information. Chapters are entitled: (1) "Thinking about Science and Science Teaching"; (2) "Doing Science"; (3) "Understanding Science"; (4) "Teaching Science"; and (5) "Epilogue." Major themes include Science as Inquiry, Higher-Order Thinking Skills, and the Learning Cycle Approach to Instruction. Several case studies are described, including Slime Mold, Bottle Rockets, and Putting Socks on Thermometers. Contains 17 references. (PVD)

ED 403 155 SE 059 660
Scientific and Engineering Research Facilities at Colleges and Universities, 1996.
 National Science Foundation, Arlington, VA.
 Div. of Science Resources Studies.
 Report No.—NSF-96-326
 Pub Date—Sep 96

Note—313p.; Contains colored ink and colored paper. For the 1994 edition (published in two volumes), see ED 382 450 and ED 376 069.

Available from—National Science Foundation, Division of Science Resources Studies, 4201 Wilson Blvd., Arlington, VA 22230.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.
 Descriptors—Black Colleges, Doctoral Programs, Educational Facilities, *Engineering, Facility Improvement, *Facility Requirements, Facility Utilization Research, Financial Support, *Higher Education, *Maintenance, *Science Facilities, Sciences

Identifiers—*National Science Foundation
 On a biennial basis since 1986, the National Science Foundation has collected data on issues related to Science and Engineering (S&E) research facilities at U.S. colleges and universities. This report presents the major findings from the 1996 survey and compares them with those from earlier efforts. A brief description of the study methods precedes a discussion of several issues that focus on the S&E research facilities in research-performing colleges including: (1) the amount of space available for S&E research in U.S. colleges and institutions; (2) the adequacy of this space and its condition; (3) the construction of S&E research space as well as the repair and renovation of existing space; (4) the source of funding for repairs and construction; and (5) the research facility needs of colleges and universities. Profiles of historically black colleges and universities and a select group of institutions that focus on undergraduate education follow the summary. The last section of the report examines issues that relate to animal research facilities. Appendices contain technical notes, a list of sampled institutions, the survey questionnaire, references, validation of estimates of deferred project costs, and detailed statistical tables. (Author/PVD)

ED 403 156 SE 059 662
 Moore, M'Liss Rose

Integrating Science and Language Arts: A Guide for the Practitioner.

Pub Date—Dec 96

Note—121p.; M.A. Report, University of Texas at Austin.

Pub Type—Dissertations/Theses (040) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.
 Descriptors—Curriculum Development, Educational Change, Educational History, Educational Strategies, Elementary Secondary Education, *Integrated Curriculum, *Interdisciplinary Approach, *Language Arts, Methods Research, *Science Education, Teaching Methods

This report provides a practical guide for teachers, including a review of literature related to the integration of science and language arts, guidelines and methodologies to aid the practitioner in the integration of science and language arts, and an organizational matrix for teacher-designed integrated curricula. A review of literature reveals the rich history of the integration of language arts and science education. The current state of the two disciplines is discussed with a focus on reform movements in both disciplines. The nature of each individual discipline is then described. Research supporting the integration of language arts and sci-

ence is also included. Guidelines and methodologies for integration are emphasized. Finally, an organizational matrix of graphics representing the main ideas and concepts covered in the document is presented. Contains 76 references. (Author/PVD)

ED 403 157 SE 059 663

Achieving the Goals: Goal 5, First in the World in Math and Science. Technology Resources. [Resource Guide to Federal Support for Technology in Education.]

Federal Interagency Committee on Education, Washington, D.C.

Report No.—ISBN-0-16-048868-0

Pub Date—96

Note—147p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Computer Uses in Education, *Educational Change, Elementary Secondary Education, Federal Government, *Federal Programs, Financial Support, *Mathematics Achievement, Program Development, *Science Education, Standards, Technology, *Technology Education

Identifiers—*Goals 2000

The information in this volume was compiled in order to provide a guide to the technology-in-education programs of the federal government. The goal of this book is to provide important information about technological resources that will assist teachers, administrators, students, parents and others in achieving the goal of the United States being first in the world in math and science. Included are descriptions of technology-in-education programs in some offices and entities of the federal government, such as the Office of Technology Policy, Office of Bilingual Education and Minority Language Affairs, Office of Elementary and Secondary Education, Office of Educational Research and Improvement, Office of Postsecondary Education, Department of Agriculture, Department of Commerce, Department of Defense, Department of Energy, General Services Administration, Department of Health and Human Services, Department of Housing and Urban Development, Department of the Interior, Department of Justice, Department of Labor, Department of Transportation, Department of Veterans Affairs, National Aeronautics and Space Administration (NASA), National Endowment for the Arts (NEA), National Endowment for the Humanities (NEH), National Science Foundation (NSF), and the Smithsonian Institution. (DDR)

ED 403 158 SE 059 666
Education for Sustainability: An Agenda for Action.

Executive Office of the President, Washington, D.C.

Report No.—ISBN-0-16-048783-8

Pub Date—[96]

Note—92p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Action Research, Conservation Education, Ecology, Educational Change, Educational Objectives, Elementary Secondary Education, *Environmental Education, *Futures (of Society), Interdisciplinary Approach, Lifelong Learning, Natural Resources, Nonformal Education, Partnerships in Education, Program Development, Science and Society, Science Education, *Sustainable Development, Systems Approach, Values

Identifiers—*Environmental Literacy, *Sustainability

Understanding the principles of sustainability and the interdependence of the environment, the economy, and social systems can help individuals learn to make the changes necessary to become effective stewards of natural resources and the envi-

ronment. This document describes three broad policy recommendations as to how Americans can build concepts of sustainability into educational programs, and 12 strategic action plans for implementing those recommendations. The recommendations provide a framework for a flexible strategy and a toolbox of ideas which can be tailored to educational strategies reflective of individual and community needs. Chapters are as follows: (1) "A Program for Change"; (2) "Formal Education"; (3) "Nonformal Education"; (4) "Cross-Cutting Themes"; and (5) "Moving Forward." Core themes of the program include lifelong learning, interdisciplinary approaches, systems thinking, partnerships, multicultural perspectives, and empowerment. A key feature of the agenda is the Opportunities for Partnerships section at the conclusion of each chapter, which provides names, organizations, and resources to guide future steps. A sampling of programs and successful initiatives is presented to illustrate successful cooperative efforts and partnerships. (PVD)

ED 403 159 SE 059 667
Mathematics & Science Education. Report of the National Network of Eisenhower Mathematics and Science Regional Consortia and National Clearinghouse.

Eisenhower National Clearinghouse for Mathematics and Science Education, Columbus, OH.

Spons Agency—Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—97

Contract—R168R50001, R168R50009, R168R50012, R168R50018, R168R50023, R168R50024, R168R50025, R168R50027, R168R50028, R392126001

Note—21p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Uses in Education, *Educational Change, Educational Resources, Elementary Secondary Education, Equal Education, Mathematics Instruction, Museums, Professional Development, *Program Development, School Community Relationship, Science Curriculum, Technology Education

Identifiers—Eisenhower National Clearinghouse

This report describes how the National Network of Eisenhower Regional Consortia and the Eisenhower National Clearinghouse are accomplishing their stated objectives. The report is organized into sections beginning with information about how to access the network. The topics of the remaining sections include: (1) Collaboration and Communication; (2) Programs and Curricula; (3) Professional Development; (4) Curriculum Frameworks; (5) Technology; (6) Equity; (7) Informal Education Entities; and (8) Community Outreach. In addition, graphic figures are presented to illustrate overall characteristics of the services provided. Each section uses activities in a variety of geographic regions to highlight the services that are provided through the Consortia and Clearinghouse. The activities show that staff members are often the catalysts that bring together teachers and state-level policy makers, community members and teacher trainers, museum directors and school people, and school board members and administrators. (DDR)

ED 403 160 SE 059 669

Wang, HsingChi A. Cox, Anne Marshall

Curriculum Conceptions and Science Standards.

Pub Date—Dec 96

Note—12p.; Paper presented at the National Science Teachers Association Global Summit on Science and Science Education (San Francisco, CA, December 27-29, 1996).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Development, Educational Change, Educational Objectives, Ele-

mentary Secondary Education, *Science Education, *Standards
Identifiers—*National Science Education Standards

This paper looks at two standards documents—the National Science Education Standards (National Research Council, 1996) and the Performance Standards (New Standards, 1997)—to investigate curriculum conceptions included in each document. Eisner's (1985) five curriculum orientations are used as a lens to better conceptualize the messages behind these standards. Eisner described curriculum as developing Cognitive Processes, Personal Relevance, Social Adaptation/Social Reconstruction, Academic Rationalism, and Technology. The authors conclude that not every standard in these documents portrays the same curriculum conception, and that the science education community should specifically determine the purpose of science standards and measurable ways of meeting those standards. They suggest utilizing a combination of the curriculum conceptions described by Eisner to create a new curriculum conception containing the goals of the current standards documents. (PVD)

ED 403 161 SE 059 672

Klemm, E. Barbara Iling, Marie K.

Exploring the Use of Visual Learning Logs in an Elementary Science Methods Class.

Pub Date—Jan 97

Note—6p.; Paper presented at the Annual Conference of the Association for the Education of Teachers of Science (Cincinnati, OH, January, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Constructivism (Learning), Elementary Education, Elementary School Science, Higher Education, *Methods Courses, Methods Research, *Preservice Teacher Education, Science Instruction, Teacher Education Programs, *Visual Learning, Visual Literacy

Identifiers—Preservice Teachers

This study presents work in progress that investigates the use of visual learning logs by preservice elementary teachers as one component of developing visual literacy for science teaching and learning. The purpose of the study is to explore the use of visual learning logs as an alternative mode for thinking and communicating about experiences in an elementary science methods course that emphasizes developmentally appropriate, constructivist teaching. Visual learning logs consist of free-form drawings (pictograms) produced by the preservice elementary teachers in the study in conjunction with weekly written journal assignments. Findings suggest that the visual learning logs provide an alternative way to help preservice elementary teachers gain confidence in their science teaching ability and to prepare them in use with unfamiliar constructivist pedagogies. (PVD)

ED 403 162 SE 059 674

Farenga, Stephen J. Joyce, Beverly A.

Procedural Knowledge Teaching Model: Effects of Short-Term Internet Training on Preservice Teachers.

Pub Date—Jun 96

Note—26p.; Paper presented at the World Conference on Educational Multimedia and Hypermedia of the Association for the Advancement of Computing in Education (Boston, MA, June 17-22, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, *Computer Anxiety, Computer Attitudes, *Computer Literacy, *Computer Uses in Education, Educational Technology, Elementary Secondary Education, Higher Education, *Internet, Methods Courses, *Preservice Teacher Education, Science Education, Undergraduate Students

Identifiers—Preservice Teachers

The majority of teacher candidates feel unprepared to teach with computers, and few teacher

training programs are preparing future educators to effectively use the Internet to enrich their classrooms and contribute to their own personal development. The purpose of this study was to teach the procedural knowledge required to navigate the Internet and thus take students from novice to Internet practitioner status in a minimal amount of time. The study measured the effect of short-term training using the Procedural Knowledge Teaching Model (PKTM). The PKTM was constructed based on research in cognitive science to help students understand how they think, remember, and learn. Forty undergraduate students enrolled in two science education methods courses participated in the study. The design included a pretest-posttest model using intact classes with treatment and comparison groups. The data indicated that short-term training as provided by the Academic Seminar Training Model, a one-session seminar following the three-phase approach outlined in the Procedural Knowledge Teaching Model, was sufficient to change students' behavior and confidence levels regarding the use of the Internet. Contains 28 references. (PVD)

ED 403 163 SE 059 677

Learning for a Sustainable Environment:

Teacher Education and Environmental Education in Asia and the Pacific.

National Inst. for Educational Research, Tokyo (Japan).

Report No.—RW-TN-96-700

Pub Date—Dec 96

Note—142p.

Pub Type—Reports - General (140)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—Action Research, Curriculum Development, *Developing Nations, *Environmental Education, Foreign Countries, Futures (of Society), Higher Education, Professional Development, *Strategic Planning, *Sustainable Development, *Teacher Educator Education, Teacher Improvement, Values

Identifiers—Asia, Pacific Region, Sustainability

The purpose of the "Learning for a Sustainable Environment: Innovations in Teacher Education" project is to expand the range of innovative practices used in teacher education programs in the Asia-Pacific region. The project helps teacher educators develop the skills for introducing teachers and teachers-in-training to the concepts, curriculum planning skills, and teaching methodologies of environmental education. Designed to be conducted in three stages, the project was nearing the end of Stage 2 when the regional seminar was held in 1996. This document reports on that seminar, the broad goals of which were to evaluate the professional development process and modules from Stages 1 and 2 and develop collaborative plans for Stage 3. Contents are as follows: Executive Summary; Chapter 1—"Introduction"; Chapter 2—"Synthesis of Country Reports"; Chapter 3—"Learning for a Sustainable Environment"; Chapter 4—"Evaluation of the Action Research Network Process for Professional Development"; Chapter 5—"Evaluation and Revision of the Project Modules"; Chapter 6—"Proposals for Stage 3"; Chapter 7—"Recommendations"; and an 11-item reference list. Appendices contain a list of participants, country reports, and sample completed project review guides from the Philippines and Fiji. (PVD)

ED 403 164 SE 059 728

Science Framework for the 1996 National Assessment of Educational Progress. NAEP Science Consensus Project.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.; Council of Chief State School Officers, Washington, D.C.; National Center for Improving Science Education, Washington, DC.

Spons Agency—National Assessment Governing Board, Washington, DC.

Report No.—ISBN-0-16-048903-2

Pub Date—96

Contract—RS90081001

Note—96p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop:

SSOP, Washington, DC 20402-9328.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Elementary Secondary Education, *Evaluation Criteria, *National Competency Tests, *Science Education, *Science Tests

Identifiers—National Assessment of Educational Progress

This document contains the Framework and rationale for assessing science achievement of students throughout the United States in 1996. It provides a general overview of the National Assessment of Educational Progress (NAEP), describes the 1996 NAEP Science Framework adopted by the National Assessment Governing Board (NAGB), and reviews the process by which the Framework was developed. Chapters include: (1) "The Nature of Science and the Science Curriculum"; (2) "The Framework for the 1996 NAEP Science Assessment"; (3) "Desired Attributes of the Assessment"; and (4) "Characteristics of Assessment Exercises." Appendices include Fields of Science, Examples of Themes by Grade Level, Science Content Outlines (Excerpts), and Consensus Committees and Project Staff. Contains 14 references. (JRH)

SO

ED 403 165 SO 025 130

Monprude-Holt, Lorrie And Others

Montana Indian Law-Related Education Model Curriculum Guide.

Montana State Office of Public Instruction, Helena.

Pub Date—95

Note—716p.

Available from—Office of Public Instruction, State of Montana, P.O. Box 202501, Helena, MT 59620-2501.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF04/PC29 Plus Postage.

Descriptors—*American Indians, *Citizenship Education, *Cultural Differences, *Cultural Influences, Cultural Pluralism, *Curriculum Enrichment, Elementary Secondary Education, Ethnic Groups, Instructional Materials, *Law Related Education, Learning Activities, Minority Groups, Multicultural Education, Social Studies, State Curriculum Guides

Identifiers—*Montana

This curriculum guide, it is hoped, will become an integral part of the social studies curriculum for all Montana students. Focusing on law-related education themes and concepts, six broad-based themes are covered: responsibility, authority, privacy, justice, spirituality, and environment. These six themes are found in the sample lessons under the heading "ILRE (Indian Law-Related Education) Themes." Teachers will also find within each model unit or lesson under the heading "ILRE Concepts," a list of more specific law-related concepts and topics such as sovereignty, jurisdiction, case study, and appellate court. Related documents included with the curriculum guide are: "Indian Law-Related Education Lessons," divided into ILRE lessons for K-2, grades 3-5, 6-8, and 9-12; "Many Nations in One: A History of Federal Indian Policy"; "From Boarding School to Self-Determination," a unit written to supplement the curriculum of intermediate and secondary teachers; "Montana Tribal Constitutions" for the Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation, the Fort Belknap Indian Community of the Fort Belknap Indian Reservation, the Northern Cheyenne Tribe of the Northern Cheyenne Indian Reservation, the Crow Tribe of the Crow Indian Reservation, the Chippewa Cree Indians of the Rock Boy's Indian Reservation, the Blackfeet Tribe of the Blackfeet Indian Reservation, and the Confederated Salish and Kootenai Tribes of the Flathead Indian Reservation; "References," including resource choices for school library media centers and classroom libraries, videos, and films; "Directory of Indian Education Programs in Montana"; "Evaluating

American Indian Textbooks & Other Materials for the Classroom"; "Montana Indians: Their History and Location," which provides information on the contemporary status of Montana's Indian groups; and "The Tribal Nations of Montana: A Handbook for Legislators."

ED 403 166 SO 025 543

Kelner, Lenore Blank

The Creative Classroom: A Guide for Using Creative Drama in the Classroom, PreK-6.

Report No.—ISBN-0-435-08628-6

Pub Date—93

Note—190p.

Available from—Heinemann, 361 Hanover St., Portsmouth, NH 03801-3912.

Pub Type—Books (010) — Guides - Classroom - Teacher (022)

Document Not Available from EDRS.

Descriptors—*Creative Dramatics, *Creative Thinking, *Dramatic Play, *Dramatics, *Elementary Education, *Improvisation, *Interdisciplinary Approach, *Language Arts, *Learning Strategies, *Reinforcement, *Role Playing, *Skits, *Teaching Methods, *Thinking Skills, *Visualization

This book consists of creative drama activities that introduce, review, and reinforce content material across the curriculum. Step-by-step procedural outlines and actual scripts are included. Chapter 1, "An Overview," presents a definition of creative drama, describes the benefits of using it in the classroom, and outlines suggestions and strategies for maintaining classroom control. Chapters 2 through 8 offer lesson plans organized into sections that provide an overview, objective, grade level, materials, group size, and procedure and dialogue. When appropriate, activity variations, modifications, extensions, and comments are given. These chapters are: (2) "Activities for Review and Reinforcement"; (3) "Strategies for Grammar and Spelling"; (5) "Activities That Deepen Comprehension and Promote Writing Skills: Visualization"; (6) "Activities That Promote Language and Thinking Skills: Role Playing"; (7) "Literature Enrichment and Extension Activities"; and (8) "Strategies for Developing Creative Thinking." The chapters are followed by a "Conclusion" that includes a Creative Drama Lesson Plan outline. Contains a bibliography. (MM)

ED 403 167 SO 025 573

Cortines, Ramon C.

The Arts: Partnerships As a Catalyst for Educational Reform.

California State Dept. of Education, Sacramento. Report No.—ISBN-0-8011-1163-3

Pub Date—94

Note—19p.; Keynote address given at the Governor's Conference on the Arts (5th, Los Angeles, CA, March 25, 1994).

Available from—California Department of Education, Sales Unit, P.O. Box 271, Sacramento, CA 95812-0271 (\$1).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Advocacy, *Art Education, *Educational Change, *Elementary Secondary Education, *Partnerships in Education, *Position Papers, *Visual Arts

Identifiers—*California

This keynote address presents three key elements to arts education and educational reform. These are: partnerships, compassion, and imagination. There is a symbiotic relationship, or partnership, between schools and businesses, political offices, cultural institutions, and other community organizations. These partners, having a stake in public education, must be made aware of the importance of the arts to education. Compassion, requires that potential partners understand the needs and concerns of each other's lives. Compassion also recognizes that different levels and kinds of support are needed to enable students to reach standards which are uniform for all. Imagination, which is the essence of the arts, must be used to promote and support the arts. The address is followed by position statements

of the California Arts Council, the California Department of Education, and the Getty Center for Education in the Arts. (MM)

ED 403 168 SO 025 574

Kaagan, Stephen S.

Aesthetic Persuasion: Pressing the Cause of Arts Education in American Schools.

Getty Center for Education in the Arts, Los Angeles, CA.

Pub Date—90

Note—57p.

Available from—Getty Center for Education in the Arts, 1875 Century Park East, Suite 2300, Los Angeles, CA 90067-2561.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accountability, *Advocacy, *Aesthetics, *Art Education, *Discipline Based Art Education, *Educational Policy, *Elementary Secondary Education, *Professional Development, *Standards

This paper is intended to support art education advocates and policymakers as they formulate strategies for broadening the base of school offered visual art experiences through discipline-based art education (DBAE). The study is divided into three sections. The first section of the paper concerns assumptions, ideas, and perspectives underlying the analysis in the study. The purpose of the second section is to put arts education, DBAE in particular, in context. The second section has three sub-parts: historical background and general commentary; five prominent features of the educational policy landscape; and arts education and DBAE vis-a-vis the five features. The third section consists of five advocacy recommendations. Advocates are urged: (1) to bring in to focus, highlight, and take advantage of the potential of DBAE arts education to foster students' reasoning and problem solving abilities; (2) to assume a more aggressive posture with regard to arts education serving students of marked need; (3) to advance DBAE arts education as supportive of attempts to professionalize teaching; (4) to legitimate the arts by advancing efforts to assess student performance and by accounting for progress in expanding the role of the arts; and (5) to cause exemplary arts education materials to be developed, taking advantage of state-of-the-art technologies. Contains 17 references. (MM)

ED 403 169 SO 026 259

Brand, Judith, Ed.

Exploring Size.

Spons Agency—Exploratorium, San Francisco, CA.

Report No.—ISSN-0889-8197

Pub Date—95

Note—28p.

Available from—Exploratorium, Exploratorium Mail Order Dept., 3601 Lyon Street, San Francisco, CA 94123 (\$5, plus shipping).

Journal Cit—Exploring: v19 n3 Oct 1995

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Learner (051) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Architecture, *Art Education, *Elementary Secondary Education, *Instructional Materials, *Interdisciplinary Approach, *Mathematics Education, *Museums, *Physical Sciences, *Science Education, *Sensory Experience, *Visual Perception

Identifiers—*Size Estimation

"Exploring" is a magazine of science, art, and human perception that communicates ideas museum exhibits cannot demonstrate easily by using experiments and activities for the classroom. This issue concentrates on size, examining it from a variety of viewpoints. The focus allows students to investigate and discuss interconnections among apparently unrelated phenomena, revealing the essential unity of nature. Seven articles investigate size: (1) In "Worlds Apart" (Eric Engles) students discover the many ways size affects living things, as they learn small and large organisms actually inhabit different worlds; (2) "Model Magic" (Ellen Klages) takes readers behind the scenes to learn how scaling and other movie special effects fool

people; (3) "Try This! Cylindrical Challenges" (Paul Doherty) has three activities that introduce students to volume; (4) "What if You Double It?" (Thomas Humphrey) uses real-life examples to explore why this apparently simple question is actually one of the deepest questions of science; (5) "David & the Distorted Room" (Lauren McLean Ayer) uses Michaelangelo's "David" and a distorted room to demonstrate how perception is governed by physical perspective, cultural conditioning, and, sometimes, optical illusions; (6) "A Pygmy's Perception" (Colin Turnbull) focuses on how environment affects perception of the world, through one person's size-distance experience; (7) "The Stressful Life of Buildings" (Barry Kluger-Bel) examines how architecture in part is governed by scaling. Regular departments give factsoids, answers to readers questions, and information on related tools, toys, reading, and teaching strategies. (DQE)

ED 403 170 SO 026 276

Willers, Jack Conrad, Ed.

A Voice from Mount Parnassus: The Autobiography of William E. Drake, 1903-1989. Second Edition.

Pub Date—94

Note—205p.

Pub Type—Books (010) — Historical Materials (060)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Educational History, *Educational Philosophy, *Educational Principles, *Educational Theories, *Foundations of Education, *Higher Education, *Philosophy, *Teacher Education Curriculum

Identifiers—*Drake (William E)

This narrative chronicles the life of the nationally-known but controversial teacher educator, historian, and philosopher of education William E. Drake. Drake was the author of "American Education in Transition"; "The Intellectual Foundations of Modern Education"; and numerous articles and monographs. He taught for 50 years at Pennsylvania State University, the University of Missouri, and the University of Texas at Austin. In Drake's own words, issues facing teacher preparation and the nation as a whole are addressed. The retired teacher educator raises provocative questions about the fundamental purposes of education and citizenship in a democracy. (EH)

ED 403 171 SO 026 305

Rodriguez, Angela L.

Maquiladora Industry: An Update from the Border. Fulbright-Hays Summer Seminar Abroad Project.

Spons Agency—Center for International Education (ED), Washington, DC.

Pub Date—94

Note—15p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Developing Nations, *Ecology, *Economic Development, *Ethnic Groups, *Foreign Countries, *Industry, *Latin Americans, *Mexicans, *Multicultural Education, *Pollution, *Secondary Education, *Social Studies, *Sustainable Development, *Womens Studies, *Work Environment

Identifiers—*Maquiladoras, *Mexico

This research discusses Mexico's maquiladora industry, its employees (mostly women), and how the working conditions and the living environment affect worker health. The paper also explores how the employers, mostly U.S.-owned companies, deny responsibility for worker health, safety, and well-being. This research examines how the continued growth of the maquila industry exerts pressure on the existing infrastructure that is already providing insufficient services. Statistical data are included where appropriate to support the information presented and provide opportunities for further research for high school students. (EH)

ED 403 172 SO 026 306

Slayton, Tamara

Mexican Education: An Analysis. Fulbright-Hays Summer Seminar Abroad Project.

Spons Agency—Center for International Education (ED), Washington, DC.

Pub Date—94

Note—10p.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Comparative Education, *Culture, Equal Education, Ethnic Groups, Foreign Countries, *Illiteracy, *Immigration, International Relations, Junior High Schools, Latin Americans, Mexican American Education, *Mexicans, Multicultural Education, *Political Influences, Secondary Education, Social Studies, *Socioeconomic Influences

Identifiers—*Mexico

This study addresses the basic question: What are the factors that influence the academic experience of Mexican children, and, to what extent do these factors result in deficits in student learning and achievement? The study was conducted over the course of 5 weeks throughout Mexico in the regions of Juarez, Chihuahua, Michoacan, Mexico, D.F., Veracruz, Oaxaca, and Merida. Data were collected by means of personal observations, visitations, interviews, and lectures by and with sociologists, economists, social workers, public administrators, educators, curriculum specialists, and other knowledgeable professionals. Findings include: (1) Mexico has a high illiteracy rate, despite the free, compulsory nature of education in Mexico; (2) socioeconomic issues influence the availability and quality of education received; (3) cultural and social isolation of indigenous people is another component that significantly impacts the schooling of Mexican children; and (4) the economic and political position of teachers in Mexico significantly affect the schooling of children. (EH)

ED 403 173

SO 026 307

Wiggins, Rose C.

Children and Youth in Mexico Toward the 21st Century. Fulbright-Hays Summer Seminar Abroad Project.

Spons Agency—Center for International Education (ED), Washington, DC.

Pub Date—94

Note—15p.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Art, Art Education, *Culture, Ethnic Groups, Fine Arts, Foreign Countries, High Schools, Latin Americans, *Mexicans, Multicultural Education, *Painting (Visual Arts), *Sculpture, *Visual Arts

Identifiers—*Mexico, Rivera (Diego)

This paper consists of two art curriculum units: (1) mural painting; and (2) sculpture. In the mural painting unit, students analyze and critique works done by Diego Rivera and create a mural using the fresco technique. In the sculpture unit, students create a piece of sculpture that combines influences of past and/or present-day Mexican sculpture with those created by someone of their heritages. (EH)

ED 403 174

SO 026 387

Samples of Students' Writing from the Social Studies 30 Diploma Examination January 1995.

Alberta Dept. of Education, Edmonton. Student Evaluation Branch.

Report No.—ISBN-0-7732-1809-2

Pub Date—95

Note—65p.

Available from—Minister of Education, Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2, Canada.

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Achievement Tests, Educational Assessment, Evaluation Methods, Foreign Countries, Portfolio Assessment, Qualitative Research, Secondary Education, *Social Studies, *Student Evaluation, *Writing Evaluation, *Writing Tests

Identifiers—*Alberta

This booklet illustrates and compares three important standards (levels of expectation) set for diploma examination writing in Social Studies 30: excellent, proficient, and satisfactory. Sample

papers are used to illustrate the scoring criteria for group leaders and markers are presented, along with accompanying commentaries, or rationales, that tie these papers to the scoring criteria. The six example papers are arranged by topic in groups of three, to illustrate the three levels. Two additional papers that exceeded the criteria established for excellence are included as a celebration of student achievement and as an acknowledgment of the high standards being attained by some of Alberta's Social Studies 30 students. Cautions are presented in using this booklet for teaching purposes for evaluation. (EH)

ED 403 175

SO 026 388

Montgomery, Mark And Others

The Tradeoff between Number of Children and Child Schooling: Evidence from Cote d'Ivoire and Ghana. Living Standards Measurement Study (LSMS) Working Paper Number 112.

World Bank, Washington, D. C.

Report No.—ISBN-0-8213-3123-X; ISSN-0253-4517

Pub Date—95

Note—105p.

Available from—The International Bank for Reconstruction and Development/The World Bank, 1818 H Street, N.W., Washington, DC 20433.

Pub Type—Reports - Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, African Studies, *Children, *Comparative Education, Developing Nations, *Educational Attainment, Elementary Secondary Education, Foreign Countries, Global Education, *Parent Role, Public Policy, *School Demography, Social Science Research

Identifiers—*Cote d'Ivoire, *Ghana

This research paper explores the relationship between fertility and the investments made by parents in the schooling of their children in Cote d'Ivoire and Ghana (both in Africa). The tendency in developing nations research is that families with many children invest less in each, and families with fewer children make greater human capital investments per child. The two papers in this volume examine the determinants of fertility and child schooling in Cote d'Ivoire and Ghana to assess evidence of a tradeoff between the number of children born and levels of child schooling. In Cote d'Ivoire, there is evidence of such a tradeoff in urban areas, but not in rural areas. Female schooling, higher income, and improved child survival are associated with lower fertility and higher child schooling. In both urban and rural areas of Ghana, there is evidence of a tradeoff between fertility and child schooling with higher incomes and, in rural Ghana, with increases in mothers' schooling. The papers in this monograph include: (1) "Fertility and Child Schooling in Cote d'Ivoire: Is There a Tradeoff?" (Mark Montgomery; Aka Kouame); and (2) "Fertility and Child Schooling in Ghana: Evidence of a Quality/Quantity Tradeoff" (Raylynn Oliver). Contains 18 references. (EH)

ED 403 176

SO 026 398

Musique instrumentale 10-20-30: Instruments a vent et a percussion. (Instrumental Music 10-20-30: Wind and Percussion Instruments. Teaching Guide).

Alberta Dept. of Education, Edmonton. Language Services Branch.

Report No.—ISBN-0-7732-1327-9

Pub Date—95

Note—179p.; Photographs in the Appendix may not reproduce well.

Available from—Alberta Education, Language Services, 11160 Jasper Avenue, Edmonton, Alberta, Canada T5K 0L2; (403) 422-1888.

Language—French

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Fine Arts, Foreign Countries, *Instrumentation and Orchestration, *Music, Music Activities, *Music Appreciation, *Music Education, Music Techniques, *Music Theory,

Musical Composition, *Musical Instruments, Secondary Education
Identifiers—Alberta, Percussion Instruments, Wind Instruments

The introduction for this Alberta (Canada) music education guide offers reasons for students to study the fine arts at the secondary school level. A philosophy of music education is presented along with 5 key outcomes and 11 music appreciation expectations for secondary students to attain. The volume features wind and percussion instruments. The book is divided into five chapters. Chapter 1, "Implantation du Programme d'Etudes," looks at class organization; time devoted to program administration; time for teaching and for students; daily, monthly, and annual planning; and classroom location and design, equipment, furnishings, and musical instruments. Chapter 2, "Le Programme de Musique Instrumentale au Secondaire 2e Cycle," outlines the program including nine concepts and skills, a brief summary of the skills for level 10, level 20, and level 30; obligatory and optional types of musical compositions; a bibliography of general resources along with resources for wind and percussion instruments; and for each level musical titles for wind instruments accompanied by the composer/arranger and publisher. Chapter 3, "Implantation du Programme," describes managing the program including ideas about class organization, teaching, planning, and facilities and equipment. Chapter 4, "Notes d'Enseignement: Techniques Et Strategies," provides techniques and strategies for teaching. Among the topics covered are jazz music, musical repertoire, parent organizations, festivals, concerts, tours, solos and ensembles, budgets, and professional development. Chapter 5, "Evaluation," provides examples of student evaluations along with general guidelines for evaluation. An appendix offering photographs of orchestra seating, directing, the proper way to hold a wind instrument or percussion instrument, and the arrangement of the music room area, workroom, and instrument storage area concludes the guide. (EH)

ED 403 177

SO 026 428

Monk, Linda R., Ed.

Ordinary Americans: U.S. History through the Eyes of Everyday People [and] Teacher's Guide.

Close Up Foundation, Alexandria, VA.

Report No.—ISBN-0-932765-47-5

Pub Date—94

Note—489p.; Foreword by Ken Burns.

Available from—Close Up Foundation Publishing, 44 Canal Center Plaza, Alexandria, VA 22314; 800-765-3131 (\$17.95).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price—MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Civics, *Civil War (United States), Higher Education, History Instruction, Primary Sources, *Revolutionary War (United States), Secondary Education, Social Studies, *United States History

"Ordinary Americans" covers 500 years of U.S. history, from 1492 to 1992, in almost 200 readings, plus scores of archival photographs. The book relates the traditional events of U.S. history, but as an ordinary person lived it. Thus, the story of the Boston Tea Party is told not by Samuel Adams, but by George Hewes, a cobbler. The story of the Civil War draft is told not by General Robert E. Lee, but by Private Sam Watkins. The story of the 1965 civil rights march in Selma, Alabama, is told not by the Reverend Martin Luther King, Jr., but by Sheyann Webb, a 9-year-old. The goal of this book is to give voice to the many everyday people who shaped U.S. history, but whose names are seldom remembered. The teacher's guide incorporates a wide range of activities designed to supplement a course of study. All lessons involve group discussions, interactive activities, and student handouts to establish a common base of knowledge. This active learning approach motivates students to become interested in and involved with the heritage and personality of the United States. By using original resources and participating in a variety of learning activities, student learning of U.S. history is enhanced. The strat-

egies for teaching these lessons include brainstorming, debate, panel discussion, classroom use of resources, role plays, small group learning, develop writing skills, and a final word regarding how "Ordinary Americans" enrich students' knowledge of U.S. history. (JAG)

ED 403 178 SO 026 430

Aaronson, Susan A.

Trade Is Everybody's Business [and] Teacher's Guide.

Close Up Foundation, Alexandria, VA.

Report No.—ISBN-0-932765-72-6

Pub Date—96

Note—108p.

Available from—Close Up Foundation Publishing, 44 Canal Center Plaza, Alexandria, VA 22314; 800-765-3131 (\$9.95).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Business, Civics, *Exports, Higher Education, *Imports, *International Trade, Secondary Education, Social Studies, United States Government (Course)

Identifiers—*Business and Society

Trade has been an important factor in United States from the 17th century to the present day. The United States was born out of a trade dispute with Great Britain. From the moment the founders first set pen to paper, trade has helped spur U.S. economic growth. This booklet covers trade topics such as policy, perspectives, difference in nations trading, workers rights, barriers, equity issues, consumers outlook, governments involvement, trade disputes, trade impact on the environment, and General Agreement on Tariffs and Trade (GATT)/World Trade Organization (WTO) sovereignty. Concluding the booklet is a glossary and a 22-item list of further readings on trade and related topics. The teacher's guide presents ideas for classroom activities along with a pretest, posttest, and classroom handouts with accompanying answer keys. Goals for students to attain are to understand how trade affects individual daily lives; define concepts relating to trade and economic interdependence; know the different perspectives people have on trade in the world economy; and realize the need for continuing cooperation among nations in order to maintain a balance of trade. (JAG)

ED 403 179 SO 026 433

Sass, Charles, Ed.

Perspectives: Readings on Contemporary American Government [and] Teacher's Guide.

Close Up Foundation, Alexandria, VA.

Report No.—ISBN-0-932765-39-4

Pub Date—93

Note—397p.; For earlier edition, see ED 308 118.

Available from—Close Up Foundation Publishing, 44 Canal Center Plaza, Alexandria, VA 22314; 800-765-3131 (\$15.95).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Anthologies, Citizenship Education, *Civics, *Constitutional History, *Government (Administrative Body), Higher Education, Law Related Education, Secondary Education, Social Studies, *United States Government (Course)

The readings presented in this textbook provide a balanced group of opinions. The topics covered are the Constitution, the Congress, the presidency, the bureaucracy, judiciary, media, interest groups, and the people. Perspectives presented were written so that one can draw three dimensional objects on a two dimensional surface, giving a sense of depth to the reader. With the U.S. government, different perspectives on a two dimensional document, the Constitution, make it a living, everyday reality for all individuals. Different opinions from all areas of the U.S. government come from different people providing a unique perspective. The teacher's guide is designed for the teacher who has too much to teach

and too little time to teach. The articles in "Perspectives" are grouped in broad themes that, with the help of the teacher's guide, can be taught as a unit or as individual articles. Articles and activities can be adapted easily for a variety of courses, especially U.S. government and history. Teachers are encouraged to adapt the lessons to suit their own circumstances and students' abilities. Each activity is presented in one to three classroom periods. The unit opens with a general motivation activity that may be used individually or in conjunction with the other lessons. The motivator is followed by activities related to individual articles. Each activity includes objectives and a detailed procedure. A list of suggested enrichment activities is included at the end of the chapter. Many activities include student handouts that can be duplicated for student use. (JAG)

ED 403 180 SO 026 454

Fitzgerald, Thomas A.

Pet Responsibility: Citizenship Lessons for Elementary Students.

American Humane Association, Englewood, CO.; Social Science Education Consortium, Inc., Boulder, Colo.

Report No.—ISBN-0-89994-319-5

Pub Date—87

Note—120p.

Available from—Social Science Education Consortium, 855 Broadway, Boulder, CO 80302.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Animals, Art Education, Children, Citizenship, *Citizenship Education, Elementary Education, *Elementary School Students, Grade 3, Grade 4, Interdisciplinary Approach, Language Arts, *Pets, *Responsibility, Sciences, *Social Studies

This unit is designed around a four-week plan integrated into third- and fourth-grade science, social studies, language arts, reading, and art. The unit takes students through specific strategies of creating awareness about issues and to help them become more responsible about pet care, personally and in the community. Each week has a theme, including: (1) "How Can I Be Responsible?"; (2) "Community Helpers and the Law"; (3) "Conflicts Over Pets: How Disputes Are Resolved"; and (4) "Citizenship and Responsible Care." Two to five lessons support each theme with most lessons 20 to 30 minutes in length or divided into segments of that length. The lessons can stand alone or be used as a unit. (EH)

ED 403 181 SO 026 457

The Holocaust, A Bibliography.

Manitoba Dept. of Education and Training, Winnipeg.

Pub Date—Feb 96

Note—9p.

Available from—Manitoba Education and Training, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G OT3 Canada.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anti-Semitism, Bias, *Culture, Culture Contact, Ethnic Studies, Foreign Countries, Global Education, International Crimes, *Jews, Judaism, Multicultural Education, *Nazism, Secondary Education, Social Studies, World History, *World War II

Identifiers—*Holocaust

This bibliography of resources on the Holocaust is part of the collection of the Manitoba Education and Training Library. The materials on the Holocaust include: (1) books (89 items); (2) multi-media kits (2 items); and (3) videos and films (13 items). The citations for the books (nonfiction and fiction) contain the authors, titles, publisher, and publication date, and the library call number. The citations for the videos/film contain the title, producer, distributor, production date, running time, one-sentence summary and audience level. (EH)

ED 403 182 SO 026 458

Asia Pacific: Grade 7 to Senior 4, A Bibliography.

Manitoba Dept. of Education and Training, Winnipeg.

Pub Date—Dec 95

Note—14p.

Available from—Manitoba Education and Training, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G OT3 Canada.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Asian Studies, *Comparative Education, Cross Cultural Studies, *Cultural Exchange, Culture, Culture Contact, Exchange Programs, Foreign Countries, Global Education, Intercultural Programs, *International Relations, *Multicultural Education, Secondary Education, Social Studies

Identifiers—Asia Pacific Region

The materials listed in this bibliography of resources on Asia Pacific Islands are part of the collection of the Manitoba Education and Training Library. The materials on Asia Pacific include: (1) books (74 items); (2) database (1 item); (3) compact discs (5 items); (4) multi-media kits (4 items); (5) audio cassettes (3 items); (6) videos and films (4 items); and (7) miscellaneous (1 item). The citations for the books (nonfiction and fiction) contain the author, title, publisher, publication date, and the library call number. The citations for the compact discs, multi-media kits, audiocassettes, and the videos/films contain the title, producer, distributor, production date, running time, a summary, and audience level. (EH)

ED 403 183 SO 026 459

Anti-Racist Education, A Bibliography.

Manitoba Dept. of Education and Training, Winnipeg.

Pub Date—Feb 96

Note—14p.

Available from—Manitoba Education and Training, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G OT3 Canada.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Antisocial Behavior, *Conflict Resolution, Cross Cultural Studies, *Cultural Exchange, *Culture, Culture Contact, Foreign Countries, Global Education, *Multicultural Education, Racial Bias, Secondary Education, Social Studies

Identifiers—Antibias Practices

The materials listed in this bibliography of resources on anti-racist education are part of the collection of the Manitoba Education and Training Library. The materials on anti-racist education include: (1) books (142 items); (2) multi-media kits (5 items); and (3) videos (28 items). The citations for the books (nonfiction and fiction) contain the author, title, publisher, publication date, and the library call number. The citations for the compact discs, multi-media kits, audiocassettes, and the videos contain the title, producer, distributor, production date, running time, a summary, and audience level. (EH)

ED 403 184 SO 026 460

Black History: Kindergarten to Senior 4, A Bibliography.

Manitoba Dept. of Education and Training, Winnipeg.

Pub Date—Dec 95

Note—12p.

Available from—Manitoba Education and Training, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G OT3 Canada.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*African History, *African Studies, American Studies, *Black History, *Black Studies, *Culture, Culture Contact, Elementary Secondary Education, Ethnic Studies, Foreign Countries, Global Education,

*Multicultural Education, Slavery, Social Studies, United States History
Identifiers—Canada

The materials listed in this bibliography of resources on black history are part of the collection of the Manitoba Education and Training Library. The materials on black history include both Canadian and U.S. listings in: (1) books (139 items); (2) multi-media kits (3 items); and (3) videos and films (9 items). The U.S. section also contains listings for compact discs (5 items). The citations for the books (nonfiction and fiction) contain the author, title, publisher, publication date, and the library call number. The citations for the videos and films and compact discs, contain the title, producer, distributor, production date, running time, a summary, and audience level. (EH)

ED 403 185 SO 026 465

Political Science and International Relations:

A Guide to Reference Sources.

McGill Univ., Montreal (Quebec). McLennan Library.

Report No.—ISBN-07717-04631

Pub Date—96

Note—25p.

Available from—McLennan Library, McGill University, 3459 McTavish Street, Montreal, Quebec H3A 1Y1 Canada.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Area Studies, Diplomatic History, *Foreign Countries, *Foreign Policy, Global Approach, Higher Education, International Cooperation, International Education, International Law, International Programs, *International Relations, *International Studies, *Political Science, *World Affairs

This annotated bibliography introduces students to the reference resources of political science, including international relations, and suggests bibliographic tools to facilitate literature searches. The list is limited to general reference works. The bibliography is divided into the following categories: (1) Guides to the Literature; (2) Encyclopedias (Social Sciences, Political Sciences, and Specialized); (3) Dictionaries (Political Science and Biographical); (4) Handbooks; (5) Yearbooks; (6) Directories (General and Biographical); (7) Current Awareness Services (General and Area Studies); (8) Indexes and Abstracts (General Social Sciences, Political Sciences, and Area Studies); and (9) Bibliographies (Retrospective and Special Topics). (EH)

ED 403 186 SO 026 479

Decoding the Past: The Work of Archaeologists.

Smithsonian Institution, Washington, DC. Office of Elementary and Secondary Education.

Pub Date—95

Note—17p.

Journal Cit—Art to Zoo: Teaching with the Power of Objects: Nov-Dec 1995

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Archaeology, *Art Education, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Language Arts, Multicultural Education, Resource Materials, *Social Studies

This thematic magazine helps teachers explore archaeology through an introductory article and three lesson plans, one with a student-take-home worksheet. Lesson 1 is designed for group work and involves identification of "artifacts" taken from familiar, contemporary settings, as the students attempt to describe the function of each artifact and to interpret possible associations between artifacts. Lesson 2 uses a whole class demonstration followed by independent seat work as students identify methods archaeologists use to relatively date soil layers and interpret soil profiles. Lesson 3 includes a take-home worksheet (two copies: one in English, one in Spanish) that helps students understand how archaeologists use typology to interpret artifacts as they interpret sample artifacts. The Resource page

includes Internet addresses for on-line research. (DQE)

ED 403 187 SO 026 482

Keys, Martha M. And Others

Cultural Baggage. Facilitator's Manual, To Accompany the Video.

Moorhead Kennedy Inst., New York, NY.

Spons Agency—Joint Venture, Washington, D.C.

Pub Date—95

Note—29p.; Accompanying videotape not available from EDRS.

Available from—Pyramid Media, 2801 Colorado Ave., Box 1048, Santa Monica, CA 90406 (Printed manual and videotape: \$225).

Pub Type—Guides - Non-Classroom (055) — Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Crosscultural Studies, *Cultural Interrelationships, Drama, Ethnocentrism, Higher Education, *Multicultural Education, Psychology, *Racial Relations, Secondary Education, *Social Bias, Social Studies, Sociology, *Stereotypes

The video "Cultural Baggage" was created to parody stereotypes by which people are often labeled. Using comedy as the vehicle, this short video tape serves as a way to break down defenses and allow dialog to begin about how people can learn not to stereotype each other culturally or racially. The facilitator's manual is divided into four sections: (1) "Background"; (2) "Application," which discusses themes and issues, how to conduct a session, and a list of sample questions [for beginning dialogs]; (3) "Interactive," a series of lesson plans, each exploring a different bias, with evaluation feedback forms; and (4) "Resources." This program is useful to schools and organizations wishing to accomplish programs allowing the exploration and breakdown of stereotyping barriers. The program also is well-suited to implementation of cultural diversity training programs in an adult workshop format. (DQE)

ED 403 188 SO 026 485

VanVleet, Susan

Spanish Quarter Museum Pre-Tour Packet for Teachers.

Florida Dept. of State, St. Augustine. Historic St. Augustine Preservation Board.

Pub Date—95

Note—11p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Archaeology, *Art Education, *Colonial History (United States), Elementary Education, Ethnology, Language Arts, *Museums, *Social Studies, *United States History

Identifiers—*Florida (Saint Augustine), Spain, *Spanish Quarter Museum FL

This guide provides teachers with background information and teaching activities to prepare students for a visit to the Spanish Quarter Museum in St. Augustine, Florida. It is designed to familiarize students with some of the concepts and words they will encounter in the open-air living history museum where interpreters in period clothing re-live the daily life activities of soldiers and their families in 1740s Spanish St. Augustine. Contains a map of streets surrounding the museum, a vocabulary list and a word search activity grid. (DQE)

ED 403 189 SO 026 509

Bjerstedt, Ake

Peace Education: A World Perspective for the 1990s.

School of Education, Malmo (Sweden).

Report No.—ISSN-1100-3391

Pub Date—95

Note—24p.; (This is a slightly revised version of Chapter 5 of the book "International Education and the University" (pp.81-101), edited by J. Calleja, London: Kingsley and Paris:

UNESCO, 1995).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conflict Resolution, *Educational Change, Educational Planning, Global Approach, *Global Education, Higher Education, International Education, *Peace, Prosocial Behavior, War

Identifiers—*Peace Education

This booklet reports on an international survey of the ministries of education of several countries, conducted in cooperation with the National Board of Education in Sweden. The study sought to assess the status of peace education in various countries in the mid-1980s and again in 1991-92. The questionnaire concentrated on three questions: (1) whether the country had official recommendations for schools that teaching should include questions of peace or "peace education"; (2) whether there were instructional materials for school pupils or manuals for teachers dealing explicitly with peace education; and (3) whether there were recent public discussions on the topic of peace education. Although peace education has emerged as a recognized topic for consideration, the researcher concludes that much remains to be done about instructional materials and planning. (EH)

ED 403 190 SO 026 521

Zimmerman, Erid

Art Education: Creating a Visual Arts Research Agenda Toward the 21st Century. A Final Report.

National Art Education Association, Reston, VA. Commission on Research in Art Education.

Pub Date—94

Note—20p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Area Studies, *Art Education, Concept Formation, Course Content, *Curriculum Development, Educational Facilities, Educational Strategies, Elementary Secondary Education, Evaluation Methods, Higher Education, *Research Design, Student Needs, Teacher Education, *Visual Arts

National Art Education Association (NAEA) presently is involved in initiating and supporting research efforts to advance visual arts education at all instructional levels and in all educational contexts. This document presents eight research areas with lists of general questions that need to be addressed, suggested research methodologies, and 10 recommendations for research efforts toward the next century. The recommendations, which derive from issues and practices related to the need for and content of a visual arts education research agenda, include: (1) NAEA will adopt and develop this research agenda in more detail; (2) detailed demographics issues will be addressed; (3) concepts of content and practices of art instruction will be examined; (4) curricular issues will be addressed, including content, instructional philosophy and objectives, and teaching strategies, resources, and outcomes; (5) instruction issues will be examined, including classroom management, program support mechanisms, methodology, time allotments, and resources; (6) context issues will be addressed related to various settings and context in which art education occurs; (7) learning issues will address measurement of attitudes and values, learning strategies and impact by art instruction; (8) teacher education issues will address the structure of all phases of teacher education from undergraduate programs through post-baccalaureate education and alternative certification standards; and (9) technology, wherein NAEA will establish an electronic data base to collect information and support visual arts research that includes identification of past and present researchers, research issues, and methodologies. An accompanying document provides a six-step "Blueprint for Implementing a Visual Arts Education Research Agenda." (MM)

ED 403 191 SO 026 522

Art & Interdisciplinary Studies Institute Summer 1994: Teacher Training Program Final Report.

Arkansas Arts Center, Little Rock. Museum

School.

Pub Date—94

Note—25p.

Available from—Arkansas Arts Center Museum School, Art and Interdisciplinary Studies Institute, MacArthur Park, 9th and Commerce, PO Box 2137, Little Rock, AR 72203-2137.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Art Education, Elementary Secondary Education, Inservice Education, *Interdisciplinary Approach, Museums, Professional Training, Teacher Education, *Visual Arts

This report describes the impetus, accomplishments, and observed results of The Studio Project, which was conceived and implemented by the Arkansas Arts Center Museum School. This project was to help children become more aware of themselves and their environment, with an emphasis on the social, economic, and racial issues that confronted them, while providing exposure to art materials and techniques. The program was designed around four basic ideas and had to be: (1) appropriate for students in grades 4 through 12, for any regional, social, or economic demographics; (2) applicable to any classroom and any subject matter or discipline; (3) able to be taught by any interested teacher (art or non-art); and (4) related to classroom themes and current learning experiences. Participating teachers tested this project in the classroom, using a museum exhibition as a primary resource in a rigorous investigation of U.S. culture and society from 1930 to 1960. With art as the starting point, teachers provided students with practical hands-on involvement with two-dimensional and three-dimensional art processes appropriate to the period, and moved from the studio to art history to cultural criticism of the period, through scientific and political issues that impacted society. The report includes lesson plans produced by the project. (DQE)

ED 403 192

SO 026 528

Using the Historical Environment: Practical Ideas and Activities for Teachers.

Pub Date—96

Note—21p.

Available from—English Heritage, Education Service, 429 Oxford St., Rm. 116A, London, England W1R 2HD, United Kingdom.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Archaeology, *Architecture, Art Education, Built Environment, Conservation (Environment), Elementary Secondary Education, Field Trips, Foreign Countries, *History, Interdisciplinary Approach, Multicultural Education, Preservation, Social Studies

Identifiers—England

This handbook provides eight detailed interdisciplinary lesson plans, with art, archaeological, and architectural heritage of historical British sites as the introductory focus. Historical background is combined with a variety of possible content area approaches, documentary sources, and photocopyable activity sheets for classroom and on-site work, together with practical information about the site. The lessons and ideas can be adapted easily to most grade levels as well as historical sites in other global regions. (DQE)

ED 403 193

SO 026 530

Brown-Danquah, Benita Binta

African Diaspora Movement Arts in Philadelphia: A Beginning Resource List. Philadelphia Folklore Project Working Papers #10.

Philadelphia Folklore Project, PA.

Report No.—ISSN-1075-0010

Pub Date—94

Note—41p.; Funding also received from the Pennsylvania Arts Council.

Available from—Philadelphia Folklore Project, 719 Catharine St., Philadelphia, PA 19147

(Stapled photocopy: \$5).

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adult Programs, Art Education, *Black Culture, *Blacks, Community Influence, Cultural Activities, *Cultural Context, *Dance, Ethnic Groups, Ethnography, Material Culture, Music, Nonformal Education, Resource Materials

Identifiers—Africa, African Americans

This guide provides history, format, contact names, addresses, and phone numbers of some African dance and African American marching units in Philadelphia (Pennsylvania). The working papers are divided into two categories. "Part One: Movements of African Dance in Philadelphia" begins with a sensitive, detailed explanation of the contextual meaning and authentication of local African dance tradition. "Part Two: African American Marching Units in Philadelphia" is introduced with a brief historical background of this vernacular African-derived dance form. Some emphasis is placed on its involvement, in part, through the community's need to do something for the children, facilitate a viable apparatus to teach their cultural heritage, and to provide youth with a form of discipline training. (DQE)

ED 403 194

SO 026 567

Bringing Labor into the K-12 Curriculum: Resource Guide for Teachers. Revised.

California Federation of Teachers, Oakland.

Pub Date—Aug 95

Note—13p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Labor, *Labor Conditions, Labor Legislation, Labor Problems, *Labor Relations, Labor Standards, Resource Materials, Social Studies, *Unions, *United States History

The resource guide provides teachers with background materials and references for teaching labor history. Sections include: (1) "Introduction"; (2) "Curricula and Guides"; (3) "Exemplary Labor in the Schools Programs"; (4) "Teacher Training Programs"; (5) "Guest Speakers and Adopt-A-School Programs"; (6) "Student Readings"; (7) "Teacher Readings"; (8) "Audio-Visual Resources"; (9) "Other Learning Activities and Materials"; (10) "Labor Archives and Libraries"; (11) "College and University Labor Studies Programs"; (12) "Occupational Safety and Health Programs"; (13) "Diversity in Unions and the Workforce: Organizations"; and (14) "Labor Arts and Culture Organizations." (EH)

ED 403 195

SO 026 599

Homelessness and Social Justice: A Model Curriculum.

National Association of Secondary School Principals, Reston, Va.

Report No.—ISSN-0547-4205

Pub Date—Mar 96

Note—6p.

Available from—National Association of Secondary School Principals 1904 Association Drive, Reston, VA 22091-1537 (single copies, \$2; nonmembers, \$3).

Journal Cit.—NASSP Curriculum Report; v25 n4 Mar 1996

Pub Type—Collected Works - Serials (022) — Information Analyses (070)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Codes of Ethics, Economically Disadvantaged, Elementary Secondary Education, Ethical Instruction, Ethics, *Homeless People, *Interdisciplinary Approach, *Justice, *Moral Development, *Moral Values, Personality Development, Poverty, Social Values

This report outlines a K-12 social justice curriculum combining interdisciplinary instruction, guided and broadly-based research, and teamwork with teachers and students. Students also have opportunities to develop contacts with the media and other agencies at many levels outside the school, to research and support personal viewpoints, to study

relevant subject matter and to increase social awareness and personal growth. The curriculum developed when administrators and teachers implemented the latest research in learning with vision and professional expertise. There are four parts to the curriculum development, including: (1) "Design a Logical Functional Plan of Curriculum Organization"; (2) "Design an Evaluation System for a Curriculum Plan"; (3) "Write a Set of Objectives for a Curriculum Plan and a Sample Indicator of Achievement for Each Objective"; and (4) "Describe Alternative Learning Activities for Each of Three Objectives." The three objectives ask students to: (1) apply knowledge to real world problems (homelessness); (2) relate knowledge from different subject areas; and (3) begin to develop a consistent philosophy of life. (EH)

ED 403 196

SO 026 797

Letwin, Alita Zurav

Literature for Children and Young Adults: Examining Issues of Violence and Conflict Resolution. An Annotated Bibliography.

Center for Civic Education, Calabasas, CA.

Spons Agency—Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—96

Contract—85-JS-CX—0009

Note—24p.

Available from—Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302-9330.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Adolescent Literature, Annotated Bibliographies, *Childrens Literature, Citizenship Education, *Conflict Resolution, Elementary Education, Law Related Education, *Problem Solving, Social Problems, Social Studies, *Violence

This annotated bibliography of 39 books is designed to tap the rich resource of children's literature to stimulate discussion of violence and of alternative, peaceful ways to resolve conflict. The most important criterion for selection was that issues of violent and nonviolent conflict resolution are presented so that students can examine the following general questions: (1) What is conflict? (2) What is violence? (3) What are some of the causes of violence? (4) What are some consequences of violence? (5) What alternatives to violence can be used when conflicts need to be settled? (6) How can we prevent violence? The second criterion applied in selecting these books was that they model the qualities of "good" literature: the author should use language beautifully, develop sensitive, believable characterizations, and use involving, well-crafted plots. Another criterion for selection was that the bibliography should reflect diverse cultural experiences. The intent is to enlighten readers to various cultural perspectives on causes of conflict and ways it can be handled to prevent escalation. The bibliography also includes depictions of females and males in a variety of situations and roles, in order to counteract sex-role stereotypes that can lead to less understanding and concern about violence against women. (LH)

ED 403 197

SO 026 890

Curry, Barbara K. Houser, Neil O.

Moderate Secularism: Constructing a Language of Possibility for Religion in Public Education.

Pub Date—[95]

Note—29p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Constitutional Law, Elementary Secondary Education, *Ethical Instruction, Freedom, Law Related Education, Outcomes of Education, *Public Education, Public Schools, Religion Studies, *Religious Educa-

tion, School Prayer, *State Church Separation, United States History
Identifiers—*First Amendment, Secular Humanism, *Secularism, Tolerance, United States Constitution

Asserting that fear and misunderstanding about religion in public education precludes reflection and compromise needed to promote societal well-being, this paper examines the current status of religion in U.S. public education and considers implications for policy making and practice. A brief history of religion in public education and two recent cases challenging education policy in Pennsylvania and New York are used to frame the discussion. The paper concludes with a proposal for a "moderate secularism," an alternative approach to policy and practice based upon a language of possibility for addressing religion in public education. Such an alternative would neither be sectarian (insofar as it would not be partisan) nor secular (insofar as it would not abstain from meaningful spiritual investigation and religious inquiry). (Contains 31 references.) (LH)

ED 403 198 SO 026 964

Jamieson-Inderbitzin, Liselotte M.

A Comparative Follow-Up Study of B.S. Graduates in Criminal Justice.

Pub Date—96

Note—100p.; Master's Research Field Study, Ferris State University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Career Education, *College Instruction, *College Programs, *Criminology, *Higher Education, *Law Related Education, *Undergraduate Students

Identifiers—*Ferris State University MI

The purpose of this study was to determine if the students who graduated from Ferris State University (Michigan) with a bachelor's degree in criminal justice were satisfied with their education and career choices. A questionnaire was mailed to all graduates of Ferris State University's Bachelor's program in criminal justice between 1991 and 1994. The sample size was 520, and 207 responded (40%). The criminal justice program has been one of the largest at the University, with an average graduating class of 120 per year through the 1990s. Students must maintain a grade point average of 2.5 to gain admittance to the criminal justice upper division. Based on the findings of this research project, the study concludes that the graduates are very satisfied with their education and career choices. The respondents would advise other individuals to attend the criminal justice program at Ferris State. Respondents expressed high regard for the academic quality of the faculty, their availability, their willingness to help students, and their classroom skills. Respondents expressed some dissatisfaction in the areas of instruction, interpersonal communication, writing skills, and hands-on (i.e. defensive tactics) training. (LH)

ED 403 199 SO 027 014

Logan, Judy

Teaching Stories.

Minnesota Inclusiveness Program, Plymouth. Report No.—ISBN-0-9636822-0-2

Pub Date—93

Note—120p.; Foreword by Peggy McIntosh. Available from—Minnesota Inclusiveness Program, 1125 Harobe Lane North, Plymouth, MN 55447 (\$11.95).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cultural Pluralism, Family History, *Folk Culture, Inclusive Schools, Intermediate Grades, Junior High Schools, Middle Schools, Multicultural Education, Nonfiction, *Story Telling, *Teaching Experience, *Womens Studies, Writing Skills

This book provides stories to generate ideas on how to put students at the center of curriculum and how to create a classroom environment that is not based on a "win less you lose" mentality. This focus

is on an inclusive curriculum for all races, ethnic groups, both sexes and all "other" groups. These stories are true, but all student and parent names have been changed, as have some details of stories. The contents of the book include: (1) "Preface"; (2) "Foreword"; (3) "The Story of Two Quilts"; (4) "Stealing Stories"; (5) "Gendered Journeys"; (6) "Random Accounts of Connected Knowing"; (7) "American Women Making History"; (8) "Angela's Ritual"; (9) "Losing It: Notes about Field Trips"; (10) "Some Middle School Strategies for Black History Month"; (11) "The NOW Contests"; (12) "Notes about Problems"; (13) "Kerry"; (14) "Notes on Teacher-Centered Resource Time"; (14) "More Notes"; and (15) "Selected Bibliography." (EH)

ED 403 200 SO 027 194

Boge, Wolfgang

Tensions between the Individualism and Community in Educational Settings Today: Choices and Prospects - A Classroom Perspective.

Pub Date—Oct 96

Note—9p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adoption (Ideas), *Citizenship Education, *Civics, Concept Teaching, *Curriculum Development, *Curriculum Evaluation, Educational Objectives, Educational Strategies, Foreign Countries, Higher Education, Individualism, *Instructional Material Evaluation, Liberalism, Secondary Education, Teaching Methods, *Theory Practice Relationship

Identifiers—Communitarianism, *Germany

Although academics in Germany are engaged in extensive theoretical discussions over individualism ("liberalism") and communitarianism, this paper argues that the modern question of "individual freedom versus the community" is not currently an explicit component of the German civic education curriculum. Because of the difficult and vague nature of German academic theory, potentially valuable and relevant theoretical discussions often do not affect education practitioners. A classroom teacher's perspective is formed first not by theory but rather by the expressed interests of students and the topical conflicts in society as mirrored in the media; the teacher's field of interest, educational background, and teacher training; and the availability of applicable teaching materials. The treatment of the "liberal freedom versus the community" concept in various teacher materials including German civic education curricula, textbooks, magazines, "brochures," and teaching units is evaluated. The concept's relevancy to high school civic education is demonstrated and examples of questions to apply in the civics classroom are provided. (Contains 17 references.) (CB)

ED 403 201 SO 027 195

Smith, Duane E.

The Implications of the Individualism/Communitarian Debate for Civic Education: Observations and Prejudices.

Pub Date—Oct 96

Note—12p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizen Participation, *Citizenship Education, Citizenship Responsibility, *Civics, Critical Thinking, Decision Making, Democracy, Educational Objectives, Higher Education, *Individualism, Intellectual History, *Liberalism, Secondary Education, *Theory Practice Relationship, Thinking Skills

Identifiers—*Communitarianism

This paper evaluates how civic education in the United States currently is impacted by the competing theories of individualism ("liberalism") and

communitarianism. Each theory's intellectual history and meaning is explained briefly. The implications of the "debate between the defenders of liberalism and their communitarian critics for civic education," although few, include: educators' excessive concern for the affairs of the community ("mandatory voluntary community service" school programs); students' ability to evaluate liberal and communitarian claims (responsibility of citizenship); students' comprehension of democratic theory and the history of democratic practice; students' behavior in terms of the requirements of basic civility and responsibility (be on time, do homework, treat others with respect); and students' awareness of and desire to experience life's possibilities (including political involvement). Comparing democracy to the theater, civic educators need to prepare their students of democratic politics, when not acting, to be an audience of "enlightened and critical viewers, readers, and listeners" who attend most (but not necessarily all) political performances. (CB)

ED 403 202 SO 027 197

Fleischman, Steven

Political Culture in the School and Classroom: Does It Matter?

Pub Date—Oct 96

Note—16p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizen Participation, Citizen Role, *Citizenship Education, *Civics, *Democracy, Democratic Values, Elementary Secondary Education, *Instructional Effectiveness, *Political Socialization, Politics of Education, School Responsibility, *School Role, Student School Relationship

With an increasingly wide variety of programs currently labeling themselves "civic education" and being taught by civic educators, the question at hand is how the culture of schools and classrooms contribute to supporting democratic political culture. This paper explores the questions: "Does the structure of the school and classroom have the potential to encourage the development of democratic citizens?" and "Is a school or a classroom organized in an authoritarian manner less likely to encourage the development of skills and attitudes that are democratic?" by making assumptions that how individuals conduct classroom instruction and provide opportunities to practice participation and structure power relations in the school have important consequences in promoting a culture of democracy. Specific paper sections include: (1) "Democratic Citizenship and Education: Making the Connections"; (2) "Promoting a Culture of Democracy: Democratic Practices and Democratic Citizens"; (3) "Education for Democracy: Which Democracy?"; (4) "Democratic Classrooms and Schools: How Democratic Do They Need To Be?"; and (5) "Conclusions: Towards Greater Clarity." (CB)

ED 403 203 SO 027 199

Quigley, Charles

The Role of Civic Education. Task Force on Civic Education Paper.

Communitarian Network Washington, DC.

Pub Date—[95]

Note—18p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizen Participation, Citizen Role, *Citizenship, *Citizenship Education, Citizenship Responsibility, *Civics, *Democracy, Democratic Values, *Educational Innovation, Educational Objectives, Elementary Secondary Education, Social Studies

Identifiers—*Character Education, Communitarianism

Civic education is essential for sustaining constitutional democracy in the United States, a country with the world's oldest constitutional democracy

with political institutions whose philosophical foundations serve as a model for aspiring peoples around the world. This task force paper involves a nation-wide discussion of civic education, what its principal goals should be, and how civic education can be revitalized. The paper answers the following questions: "What is civic education and what should its principal goals be?"; "What evidence is there of the need to improve civic education?"; "What is the relationship of civic education and character education?"; "What are the characteristics of successful programs in civic education?"; and "How can civic education be revitalized?" (Contains 25 references.) (CB)

ED 403 204

SO 027 200

Patrick, John J.

National Standards as Reflectors and Directors of Practices in Civic Education in the U.S.A.

Pub Date—Oct 96

Note—12p.; Paper presented at the International Civic Education Conference (Buenos Aires, Argentina, October 2, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Achievement, *Citizenship Education, *Civics, Course Content, Curriculum, *Curriculum Development, Curriculum Evaluation, Democracy, Educational Assessment, Educational Objectives, Elementary Secondary Education, Higher Education, Instructional Development, *Outcomes of Education, Social Studies, *United States Government (Course) Identifiers—"National Civics and Government Standards"

In 1994 the Center for Civic Education published "National Standards for Civics and Government," content standards clearly defining what students should know and be able to do as the outcome of civic education in school. This standards project has been an attempt to standardize the best in civic education and to make the Standards accessible to all teachers and learners of U.S. civics and government. This report takes a closer look at the National Standards by responding to three questions: (1) "What conception of civic education is conveyed by these National Standards?"; (2) "What notable trends in educational practices exemplify the implementation or operationalization of ideas in the standards?"; and (3) "How have the National Standards influenced national assessment of student achievement?" This report concludes that since 1994 the Standards have become criteria by which to criticize constructively civic education programs and practices. However, the National Standards in Civics project should not be a "one-shot" project. Rather, constructive criticism directed at the Standards should be the stimulator of the next round of development of U.S. national standards for civic education. (CB)

ED 403 205

SO 027 201

Patrick, John J.

Community and Individuality in Civic Education for Democracy.

Pub Date—Oct 96

Note—13p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Citizen Participation, *Citizen Role, *Citizenship Education, Citizenship Responsibility, *Civics, Community, *Community Role, Curriculum Development, Democracy, *Democratic Values, Educational Objectives, Higher Education, Individualism, Political Attitudes, Public Affairs Education, Secondary Education, Service Learning, Student Participation, Teaching Guides, *United States Government (Course)

The interactions of individuality and community in a democratic republic have remained the great object of civic inquiries, the perplexing civic problem throughout the more than 200 years of U.S.

constitutional history. This paper argues that this inquiry should be at the center of civic education today. Five recommendations for civic educators to meet this challenge include: (1) teach the analysis and appraisal of public issues about community and individuality and emphasize those issues that have been landmarks of public debate in U.S. history; (2) teach comparatively and internationally about public issues pertaining to community and individuality in different constitutional democracies of the world; (3) conduct the classroom and the school in a manner that exemplifies the conjoining of community and individuality in a democratic civic culture; (4) use service learning in the community outside the school to teach civic virtues and skills needed to conjoin community and individuality in civic life; and (5) teach civic knowledge, skills, and virtues that constitute a common core of learning by which to maintain the culture of a community and coterminously teach individuals to think critically for the purposes of freeing themselves from unworthy traditions and to seek improvement of the community. (Contains 14 references.) (DB)

ED 403 206

SO 027 202

Schuetz, Peter

Political Culture in the School and Classroom: Preparation for Democratic Citizenship.

Pub Date—96

Note—5p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Citizen Participation, *Citizenship Education, *Civics, Curriculum Development, Democracy, Democratic Values, *Educational Objectives, Elementary Secondary Education, Foreign Countries, Higher Education, Instructional Effectiveness, *Political Influences, Political Socialization, Politics of Education, *School Responsibility, School Role, Student School Relationship, *Teacher Responsibility, Teacher Role, Teacher Student Relationship

Identifiers—"Germany"

Recognizing that civic education is the school subject specifically dedicated to preparing students for democratic citizenship and that the school and classroom often have a less than democratic and value-loaded "political culture," this paper emphasizes the fundamental goals of civic education and then arrives at the ingredients of political culture in the school and classroom that are favorable to preparing students for democratic citizenship. The three fundamental goals of civic education are: (1) helping students become self-confident, well informed citizens who are able to think rationally and who are committed to the values of human dignity and human rights; (2) fostering a willingness and capacity to participate in political affairs on local, national, and international levels; and (3) developing a strong recognition of the need to balance individualism and self-interest with human interdependence and social as well as environmental responsibility. To effectively prepare students for democratic citizenship, individual classrooms and schools, teachers and administrators must model democratic citizenship for and with their students in the classroom and school climate in terms of how all members of the school community communicate; by avoiding indoctrination at all levels; and through the types of learning and teaching methods used. (CB)

ED 403 207

SO 027 376

Schwartz, Edward

NetActivism: How Citizens Use the Internet.

First Edition.

Report No.—ISBN-1-56592-160-7

Pub Date—96

Note—212p.; A CD-ROM containing Global Network Navigator, Version 1.2 for Windows, is included with the book.

Available from—Songline Studios, Inc., 101 Mor-

ris Street, Sebastopol, CA 95472 (\$24.95).

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Activism, *Citizen Participation, Citizenship, *Community Action, Computer Mediated Communication, Computer Networks, Computers, *Democratic Values, Electronic Mail, Information Networks, *Internet, Lobbying, Online Systems, Politics, Social Action, *World Wide Web

This book guides citizens in using the Internet for community, social, and political action. Following an in-depth introduction, chapters include: Chapter 1, "Getting Connected" and Chapter 2, "Tools," explain the two Internet tools central to organizing for activism—electronic mail lists and the World Wide Web, and the hardware and software required to use them; Chapter 3, "Trolling for Information," describes navigating the World Wide Web, government programs, monitoring elected officials, tracking issues, and using World Wide Web browser "bookmarks"; Chapter 4, "Advocacy," discusses how certain organizations and advocates are already using the Internet; Chapter 5, "Neighborhoods," is about using the Internet for community and neighborhood change and development; Chapter 6, "Virtual Politics," illustrates ways of using the Internet to foster voter registration, election participation, and the wider influence of local party activists and policy advocates; Chapter 7, "We, the People," relates the necessary cooperation in the years ahead among Internet activists, government, and citizens. The appendices include "Useful Internet Sites," a list of Internet addresses for social and political organization, community websites, online publications, directories, search engines, think tanks, and political parties; and a glossary of computer networking terms. Sidebars throughout the book list surface mailing addresses, electronic mail addresses, and World Wide Web addresses for relevant persons and organizations. (LAP)

ED 403 208

SO 027 401

Parker, Walter C. Jarolimek, John

Social Studies in Elementary Education. Tenth Edition.

Report No.—ISBN-0-13-470015-5

Pub Date—97

Note—395p.

Available from—Prentice-Hall, Inc., Simon and Schuster/A Viacom Company, Upper Saddle River, New Jersey 07458.

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Citizenship Education, Cognitive Development, Curriculum Guides, *Educational Needs, Educational Objectives, Educational Practices, Educational Resources, Elementary Education, *Elementary School Curriculum, Evaluation, Geography, Instructional Design, Instructional Development, Instructional Materials, Intermediate Grades, Junior High Schools, Middle Schools, *Social Studies, *Textbook Content, Textbook Evaluation, Textbooks

This textbook introduces teachers to the world of social studies teaching and learning in elementary and middle schools. The book is divided into three parts. Part 1, "Orientation to Social Studies Education," consists of sections (1) "Social Studies Education: What and Why?" and (2) "The Children We Teach." Part 2, "The Social Studies Curriculum," includes sections (3) "Citizenship Education and Democratic Values," (4) "History, Geography, and the Social Sciences," (5) "Time Lines, Maps, Globes, and Graphics: Key Tools for the Social Studies," and (6) "Current Events and Public Issues in Social Studies." Part 3, "Planning and Teaching Social Studies," is divided into sections (7) "Strategies for Teaching Social Studies Subject Matter," (8) "Planning Units, Lessons, and Activities," (9) "Assessing Student Learning," (10) "Cooperative Learning," (11) "Reading to Learn Social Studies," and (12) "Social Studies as the Integrating Core." Each chapter ends with a summary, lists of discussion questions and suggested activities, and selected references. Many chapters include lesson

plans. The text continually discusses ways that social studies instruction can use, address, and incorporate various issues such as multiple intelligences, forms of assessment, learning disabilities, classroom management, and cognitive development. The volume also addresses how the National Council for Social Studies Standards can be realized in the classroom and provides examples. The text incorporates a wide array of photographs, maps, illustrations, tables, graphs and time lines. Early chapters include examples of unit topics for each grade level. Individual chapters contain references. (MJP)

ED 403 209 SO 027 562

Computer Graphics 2: More of the Best Computer Art and Design.

Report No.—ISBN-1-56496-090-0

Pub Date—94

Note—160p.

Available from—North Light, 1507 Dana Avenue, Cincinnati, OH 45207 (\$29.95).

Pub Type—Opinion Papers (120) — Reference Materials - Bibliographies (131) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Art, Art Education, Artists, *Computer Graphics, Designers, Higher Education, Illustrations, Instructional Materials, Secondary Education, Visual Arts

This collection of computer generated images aims to present media tools and processes, stimulate ideas, and inspire artists and art students working in computer-related design. The images are representative of state-of-the-art editorial, broadcast, packaging, fine arts, and graphic techniques possible through computer generation. Each image is accompanied by the designer's name and a list of hardware and software used in its creation. An essay by Liane Sebastian discusses the growing artistic and ethical challenges to artists working in a new media. A directory and index of design firms, designers, and illustrators conclude the book. (MM)

ED 403 210 SO 027 563

Sparkman, Russell

Collage with Photoshop.

Report No.—ISBN-1-56496-210-5

Pub Date—95

Note—212p.

Available from—North Light, 1507 Dana Avenue, Cincinnati, OH 45207 (\$39.95).

Pub Type—Guides - Classroom - Learner (051) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Art, Art Education, Artists, *Collage, *Computer Graphics, Computer Software, Designers, Graphic Arts, Higher Education, Illustrations, Instructional Materials, Professional Education, Secondary Education, Visual Arts

Identifiers—Apple Macintosh, *Photoshop (Computer Software), *Specular Collage (Computer Software)

The creative processes of 14 computer graphic artists are recorded in this book. Artists represented include: Joseph Kelter; Glenn Mitsui; Diane Fenster; Steve Lyons; Jeff Brice; Thirst; Pamela Hobbs; Lance Hidy; SKOLOS/WEDELL; Marcolina Design/Dan Marcolina; John Hersey; David Carson; Bert Monroy; and Jack Davis. The narrative provides insight into methods, shortcuts, and master techniques used to create computer generated images. Fundamentals of the Specular Collage Macintosh program are explained. The gallery section presents a collection of artworks by the featured artists. The book concludes with an update on Collage 2.0.1. (MM)

ED 403 211 SO 027 564

Whelan, Jeremy

Instant Acting. First Edition.

Report No.—ISBN-1-55870-370-5

Pub Date—94

Note—138p.

Available from—Betterway Books, 1507 Dana

Avenue, Cincinnati, OH 45207 (\$14.99).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Acting, *Dramatics, Elementary Secondary Education, Higher Education, Professional Education, *Theater Arts

Identifiers—Auditions (Theatrical), *Directing (Theater), Rehearsals (Theater)

This guide presents a technique for actors for getting into character spontaneously. Certain sections of the book address the actor, others address the director, and some make no distinction. The actor-director relationship is addressed as complex and critical to this acting approach. Suggestions are given for using this approach with children. General techniques for acting also are discussed. The book is indexed. (MM)

ED 403 212 SO 027 565

Craig, James

Graphic Design Career Guide 2. Revised Edition.

Report No.—ISBN-0-8230-2163-7

Pub Date—92

Note—160p.

Available from—Watson-Guptill Publications, 1515 Broadway, New York, NY 10036 (\$19.95).

Pub Type—Guides - General (050) — Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors—Advertising, *Artists, *Career Awareness, Career Education, *Careers, Commercial Art, Computer Graphics, Design Crafts, Employment Interviews, *Employment Qualifications, Entrepreneurship, *Graphic Arts, Illustrations, Photography, Portfolios (Background Materials), Professional Education, Resumes (Personal), Secondary Education

The graphic design field is diverse and includes many areas of specialization. This guide introduces students to career opportunities in graphic design. The guide is organized in four parts. "Part One: Careers in Graphic Design" identifies and discusses the various segments of the graphic design industry, including: Advertising, Audio-Visual, Book Publishing, Computer Graphics, Design Studio, Exhibition Design, Photography, and Toy Design. "Part Two: Portfolios, Resumes, and Interviews" shows how to put together an impressive portfolio; how to organize and write an effective resume, and how to arrange and conduct an interview. "Part Three: Employment" instructs on how to set priorities, how to deal with the question of money, and what to expect on the job. There is advice for setting up a freelance practice. Suggestions are given for dealing with clients, establishing fees, and working with contracts or letters of agreement. "Part Four: Graphic Design Studies" introduces various types of schools offering a graphic design education, and explains courses needed in order to earn a degree or certificate in graphic design. Appendixes provide directories of advertising agencies, book and magazine publishers, and art schools. Contains references, credits, glossary, and index. (MM)

ED 403 213 SO 027 569

Clayfield, Helen Hyatt, Robyn

Designing Everyday Things: Integrated Projects for the Elementary Classroom.

Report No.—ISBN-0-435-08359-7

Pub Date—94

Note—96p.

Available from—Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912 (\$16).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Art Education, *Design, Design Crafts, Design Requirements, Elementary Education, *Engineering Technology, Interdisciplinary Approach, Physical Sciences, *Science Activities, Technology

This instructional resource provides teachers with ideas for teaching technology and incorporating it into other areas of the curriculum. The book includes 24 work units that can be adapted for use by any elementary grade. These units allow students

to translate their ideas into practice by designing, making, and testing. The information and activities are organized in four sections: Teacher's Information; Materials; Design; and Energy Source. Each activity format includes: (1) a Design Brief, (2) Teaching Points for presenting the learning activity, (3) Recording and Reporting exercises, and (4) suggestions for Further Investigations. Reproducible student patterns and worksheets are provided when appropriate; a glossary concludes the book. (MM)

ED 403 214 SO 027 570

Boughton, Doug, Ed. And Others

Evaluating and Assessing the Visual Arts in Education: International Perspectives.

Report No.—ISBN-0-8077-3511-6

Pub Date—96

Note—352p.; Includes papers presented at the International Society for Education Through Art Conference (Bosschenhoofd, The Netherlands, December 1990).

Available from—Teachers College Press, P.O. Box 20, Williston, VT 05495-0020 (\$49).

Pub Type—Books (010) — Collected Works - General (020) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Art Education, *Educational Assessment, Elementary Secondary Education, *Evaluation, Evaluation Methods, Evaluation Problems, Evaluation Research, Foreign Countries, *International Educational Exchange, *Museums, Program Evaluation, Student Evaluation, *Visual Arts

This anthology presents ideas expressed at the International Society for Education Through Art (INSEA), 1990 Conference. The Conference brought together educators from United States, Canada, England, Germany, the Netherlands, and Australia to examine the current state of assessment and evaluation in the visual arts, and to identify desirable developments. The editors and contributors to this volume provide insights into the complexities of assessment in a range of institutional settings, and set signposts to assist both practitioners and theorists in dealing with the problems they now face. "Part I: Evaluating Art Education in Schools" includes papers that examine the assessment of: Content, Teaching, and Outcomes in schools. "Part II: Evaluating Museum Art Education Programs" presents discussions of the particular difficulties related to "Museum Education and the Audience" and "Museum Policy and Cultural Heritage." The anthology ends with a chapter of Conclusions, by editor Doug Boughton, biographic annotations about the contributors, and an Index.

ED 403 215 SO 027 571

Ferncase, Richard K.

Basic Lighting Worktext for Film and Video.

Report No.—ISBN-0-240-80085-0

Pub Date—92

Note—128p.

Available from—Butterworth-Heinemann, P.O. Box 4500, 25 Wildwood Ave., Woburn, MA 01801 (\$29.95).

Pub Type—Books (010) — Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—Color, Electrical Systems, *Film Production, Light, *Lighting, *Lighting Design, Postsecondary Education, Secondary Education, Special Effects, Theater Arts, Visual Arts, Visual Environment

Identifiers—Electronic Media

This worktext guides film and video students through a series of practical exercises, quizzes, and projects designed to help reinforce skills learned through applied lighting situations. The book is organized in three parts. The first part contains four chapters devoted to basic concepts: (1) "The Visible Spectrum"; (2) "Film and Exposure"; (3) "Using Electricity"; and (4) "Video, the Electronic Medium." The second part covers four important elements of lighting: (5) "Controlling Color Temperature: Light Sources and Filters"; (6) "Controlling Light Quality: Lighting Equipment"; (7) "Measuring Light Intensity"; and (8) "Manipulating Light: Direction and Balance." The third part of this book is devoted to practical lighting situations: (9)

"Lighting Concepts in Practice"; (10) "Lighting in the Studio"; and (11) "Lighting on Location." Self-study questions are given at the end of each chapter, along with answers and explanations. The chapters' projects sections provide practical exercises in guided, hands-on experiences. Contains two appendices about filters for light balancing, color compensating, and special applications; a glossary; and references. (MM)

ED 403 216

SO 027 572

Jacobson, Linda, Ed.

CyberArts: Exploring Art and Technology.

Report No.—ISBN-0-87930-253-4

Pub Date—92

Note—312p.

Available from—Miller Freeman Books, 6600 Si-lacci Way, Gilroy, CA 95020 (\$24.95).

Pub Type—Books (010) — Collected Works - Gen-

eral (020) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Animation, *Art, Art Education, Computer Games, Computer Graphics, Computer Literacy, *Engineering Technology, Hypermedia, Interactive Video, *Multimedia Materials, Music, Postsecondary Education, Secondary Education, Theater Arts, Virtual Reality, *Visual Arts

Identifiers—Theme Parks

This book takes the position that CyberArts(TM) is the new frontier in creativity, where the worlds of science and art meet. Computer technologies, visual design, music and sound, education and entertainment merge to form the new artistic territory of interactive multimedia. This diverse collection of essays, articles, and commentaries investigates the creative dimension where technologists and artists apply emerging interactive, multimedia tools and techniques to: (1) Music; (2) Graphics; (2) Animation; (4) Publishing; (5) Video; (6) Theater; (7) Theme Parks; (8) Toys and Games; and (9) Virtual Reality. Multimedia terminologies are highlighted in the text, with definitions and additional information provided in the margins of the text. A gallery of color images is included. An appendix of sources and resources and an index concludes the text. (MM)

ED 403 217

SO 027 577

Teaching in and through the Arts. [Video-tape].

Getty Center for Education in the Arts, Los Angeles, CA.; National Education Association, Washington, D.C.

Pub Date—95

Note—Produced as part of the Learning Channel's "Teacher TV" series. Videotape, (30 minutes running time - VHS format), not available from EDRS.

Available from—Getty Trust Publications, P.O. Box 49659, Los Angeles, CA 90049-0659 (\$10 plus shipping and handling; California residents add sales tax).

Pub Type—Non-Print Media (100)

Document Not Available from EDRS.

Descriptors—*Art Education, Core Curriculum, *Discipline Based Art Education, Elementary Secondary Education, Excellence in Education, Program Effectiveness, Student Evaluation, *Theater Arts

Identifiers—*National Arts Education Standards

Discipline-based art education has received increased respect as a valuable component of the core curriculum. The arts integrate active learning, encourage non-linear thinking, and provide interdisciplinary connections. The National Standards for the Arts present clear, realistic levels of achievement and provide benchmarks of skills. Students should be able to communicate in one art form, analyze a work of art, and be aware of arts of multiculturalities. This videotape examines the positive impact of the voluntary National Standards for the Arts on teachers and students by visiting two schools that are implementing the Standards in innovative arts education programs. Both visual art and performance art programs are described. Assessment methods are indicated. (MM)

ED 403 218

SO 027 579

Vanneman, Alan

Geography: What Do Students Know, and What Can They Do?

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-97-579

Pub Date—Dec 96

Note—6p.

Journal Cit—NAEP Facts; v2 n2 Dec 1996

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Educational Assessment, Elementary Secondary Education, Formative Evaluation, Geographic Concepts, *Geography, Geography Instruction, Grade 12, Grade 4, Grade 8, *Knowledge Level, National Competency Tests, *National Surveys, Social Studies, Student Evaluation

Identifiers—*National Assessment of Educational Progress

This document summarizes the results of a national survey that tested 4th, 8th, and 12th graders' ability to analyze geographic data in a variety of formats; explain complex geographic phenomena and processes; and show knowledge of relationships between human and geographic events. The survey tested three content dimensions: space and place, environment and society, spatial dynamics and connections, and three cognitive dimensions: knowing, understanding, and applying. Space and place include knowledge of particular places on earth, of spatial patterns on earth's surface, and of the physical and human processes that shape such patterns. Environment and society includes knowledge of human adaptation to and modification of the environment. Spatial Dynamics and Connections includes knowledge of the cultural, economic, and political regions of the world and the connections among them. Data for the students were tabulated against national averages. 90th percentile represented the top performance while 25 percent represented the bottom. Hence, 25th percentile eighth graders could understand a basic map coordinate system and identify major land masses such as South America. Eighth graders from the 90th percentile could use more sophisticated geographic tools, such as climographs, cross-sectional diagrams, and an isotherm map and understand the effects of elevation on climate and vegetation. Each section includes a specific example illustrating the knowledge content and application. Summary profile tables reveal generalized knowledge by age grade and performance percentile. (MJP)

SP

ED 403 219

SP 037 073

Stop & Look with Willy Whistle [and] Walking with Your Eyes. A Teacher's Guide for the Video.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date—95

Note—23p.; Each of these two printed guides accompanies a videotape of the same name. The videotapes are not available from ERIC.

Available from—National Highway Traffic Safety Administration, 400 Seventh Street, S.W., Washington, DC 20590.

Pub Type—Guides - Classroom - Teacher (052) — Non-Print Media (100)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Accident Prevention, Curriculum Development, Elementary Education, Elementary School Students, *Safety Education, Teaching Guides, *Traffic Accidents, *Traffic Safety, *Videotape Recordings

Identifiers—*Child Safety

These two teacher's guides accompany two videotape presentations on pedestrian safety for children, focusing particularly on avoiding the "dart-out" accident. "Stop and Look with Willy Whistle," which targets children from kindergarten through third grade, is an updated version of the film "Willy

Whistle." "Walking with Your Eyes," which targets grade levels four through seven, updates the film "And Keep On Looking." Both earlier films were part of safety programs that were shown to be significantly effective in reducing child pedestrian accidents. Each guide begins with an introduction to the videotape, then provides background on the issue and describes the specific content of the tape. Teaching strategies, sample discussion questions, activities, other resources, and a user feedback form are included in each guide. (ND)

ED 403 220

SP 037 074

Nichols, Sandra Wilson, Janet

Healthy Students, Healthy Schools, Healthy Missouri. Recommendations for Improving School Health Education and Reducing Health Risks for Missouri Students.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City.

Spons Agency—Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.

Pub Date—96

Contract—U87/CCU709009-04

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Health Education, *Health Promotion, High School Students, High Schools, *In-service Teacher Education, Profiles, *State Surveys, Student Behavior, *Student Characteristics, Teacher Qualifications

Identifiers—*Health Behavior, *Missouri

Findings from the 1994 Missouri School Health Education Profile and the 1995 Missouri Youth Risk Behavior Survey, and the executive summary and key findings of the 1996 School Health Education Profile are here combined. The 1994 profile is based on questionnaires completed by 252 principals and 244 teachers. The 1995 survey reports on information from 4,900 students, and the 1996 profile contains data from 249 principals and 250 teachers. Key findings from the three studies are reported in five categories: influences on health behaviors; support for school health education; amount of classroom instruction; instructional content; and teacher preparation. In each category the report indicates very briefly what research says, status in Missouri, and implications. Among the recommendations for action are the following: (1) increase the involvement of parents, peers, and members of the community; (2) continue providing support for teachers to participate in professional development opportunities; (3) improve the content of school health instruction by using curricula that are developmentally appropriate, skills based, and culturally sensitive; and (4) increase the amount of health education available for grades 11 and 12 through appropriately integrated instruction and reinforcement activities, such as peer education. The 1996 study found improvements in areas recommended in the earlier report, but a decrease in the percentage of secondary schools requiring comprehensive health education and in the percentage of schools using trained peer educators. (MAH)

ED 403 221

SP 037 076

Taylor, George Nixon, Lois

Teachers' and Parents' Perceptions toward the Affects of Social Skills Training on Reading and Mathematical Achievement of Young African American Males.

Pub Date—[96]

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Failure, Achievement Gains, Behavior Change, *Black Students, Elementary School Students, *Interpersonal Competence, Low Achievement, *Males, *Mathematics Achievement, Parent Attitudes, Primary Education, *Reading Achievement, Social Adjustment, *Social Development, Student Motivation, Teacher Attitudes

Identifiers—*African Americans

A structured social skills program was developed for young African American males (N=33), in grades one and two in an urban setting. The study

was designed to employ social skills to improve reading and mathematics skills. The students selected had demonstrated previous social skill deficits as determined by a pre-assessment instrument. These deficits included poor attendance, poor interpersonal skills, stress, poor organization and study skills, and destructive and aggressive behaviors. The structured social skills program was conducted over a one year period. Activities included techniques for: improving bonding; attention; belonging; recognition of the students' roles and positions in a group; developing confidence and motivation; caring; problem solving; and other social behaviors. Evidence of change was recorded on a student assessment profile. Results were also computed for reading and mathematics grades. Findings indicated that the students showed significant improvement in interpersonal skills and reading and mathematics achievement. Follow-up with students' parents and teachers also indicated that the program was successful. The program could be improved if school resources are integrated towards changes in behavior, families are more involved, and a longer period of study and follow-up is used. (Contains 22 references.) (JLS)

ED 403 222 SP 037 077

Mays, Judy L. Pollard, Joyce S.

Systemic Reform: Teachers and the Condition of Teaching.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jul 93

Contract—RP-91002003

Note—21p.; "Network" reports on periodic "networks" of SEDL's Regional Policy Analysts and Advisors Network.

Available from—SEDL State Policy Planning Service, 211 East 7th Street, Austin, TX 78701-3281.

Journal Cit—Network; Jul 1993

Pub Type—Collected Works - Serials (022) — Information Analyses (070)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Educational Change, Educational Environment, Educational Policy, Elementary Secondary Education, *Family School Relationship, *Government School Relationship, Higher Education, *Partnerships in Education, Preservice Teacher Education, *School Community Relationship, Teachers, *Teaching Conditions

The two articles in this issue of "Network" report on the comments of speakers and participants in the Southwest Educational Development Laboratory (SEDL) 1992 Workshop. "Systemic Reform: Teachers and the Conditions of Teaching," discusses: the evolution and definition of systemic reform; systemic reform in relation to systems involving federal and state government, local schools and school districts, and surrounding communities; contradictory policy trends, the need to focus on the underlying culture of the system; the professionalization of teaching; implications for coordinated policy development; new governance and incentive structures; new teacher development systems; and leadership development. The panel on "Two-Way Streets: Improving Attraction and Access of Minorities to Teaching," formed policy discussions around the context in which children learn. In considering the influences that governments, communities, and families exert on education, the panel described why changing a complex system such as teacher preparation remains a difficult task. Topics included: the demographic and moral imperative for change; access and attraction to teaching; the formal and informal contexts of education; solving complex policy problems; and 10 guiding principles for improving access and attraction. (Contains 10 references.) (ND)

ED 403 223 SP 037 078

Jones, Nancy Baker

Teaching for Diversity.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Pub Date—Feb 94

Contract—RP-91002003

Note—17p.; "Network" reports on periodic "Networks" of SEDL's Regional Policy Analysts and Advisors Network.

Available from—SEDL State Policy Planning Service, 211 East 7th Street, Austin, TX 78701-3281.

Journal Cit—Network; Feb 1994

Pub Type—Collected Works - Serials (022)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Credentials, Cultural Awareness, *Cultural Pluralism, Educational Policy, Elementary Secondary Education, Higher Education, *Minority Group Teachers, Models, Multicultural Education, *Preservice Teacher Education, Teacher Certification, *Teacher Recruitment

Identifiers—*Diversity (Faculty), *Diversity (Student)

The summer 1993 Southwest Educational Development Laboratory (SEDL) "Network" focused on the need for teacher education programs to prepare future teachers to work with and teach effectively increasingly diverse student populations, and the need to increase the number of minority teachers. A major focus was on how policy and decisionmakers can recruit, prepare, and retain students from different ethnic or language groups in teacher education programs and then as teachers. Keynote speaker Ana Maria Villegas outlined four key areas: demographic trends, preparing teachers for diversity, increasing the pool of minority teachers, and policy considerations. She then explored "Models and Strategies for Improving Recruitment Preparation and Credentialing." As part of a panel of teacher education students, teachers, and education decisionmakers on "Restructuring Teacher Education to Prepare Teachers for Diversity," Jacqueline Jordan Irvine outlined 10 essential components for restructuring teacher education for diversity. Another panel presented government and university perspectives in restructuring teacher education, with participants from Oklahoma, New Mexico, and Texas. Finally, a number of strategies in the area of recruitment, preparation, and credentialing to strengthen and enrich opportunities for teaching for diversity are outlined for state policy arenas, colleges of education, and local school districts. A list of Networkshop participants is included. (ND)

ED 403 224 SP 037 079

Teaching for Diversity: An Update on State Activities.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jul 94

Contract—RP-91002003

Note—9p.; "Network" reports on periodic "Networks" of SEDL's Regional Policy Analysts and Advisors Network.

Available from—SEDL State Policy Planning Service, 211 East 7th Street, Austin, TX 78701-3281.

Journal Cit—Network; Jul 1994

Pub Type—Collected Works - Serials (022)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Credentials, Cultural Awareness, *Cultural Pluralism, Educational Cooperation, *Educational Policy, Elementary Secondary Education, Higher Education, *Minority Group Teachers, Multicultural Education, *Preservice Teacher Education, Teacher Certification, *Teacher Recruitment

Identifiers—Arkansas, *Diversity (Faculty), *Diversity (Student), Louisiana, New Mexico, Oklahoma, Texas

This edition of "Network" reports on state-level activities to increase diversity in the teaching force and to prepare teachers to work with increasingly diverse student populations. The studies took place in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. An overview and information on recruitment, preparation, credentialing, and contacts are provided for each state. In general, state agencies

such as legislatures, higher education governance boards, and State departments of education are using a number of strategies to address diversity in teacher education. These include: (1) systemic approaches to teacher professional development; (2) multicultural courses in teacher preparation curricula; (3) financial incentives such as tuition waivers and fellowships; (4) counseling and other support services in higher education institutions; (5) encouraging collaboration among school districts, higher education institutions, and/or state education agencies; and (6) increasing the number of teacher education faculty members from different language, ethnic, and racial groups. (ND)

ED 403 225 SP 037 082

Hudson, Johnetta Rea, Dorothy

Teachers' Perceptions of Women in the Principalship: A Current Perspective.

Pub Date—Sep 96

Note—22p.; Paper presented at the Annual Women in Educational Leadership Conference (10th, Lincoln, NE, September 29-30, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Leadership Qualities, *Principals, Public School Teachers, *School Administration, Stereotypes, Surveys, *Teacher Attitudes, Teaching (Occupation), *Women Administrators

Identifiers—Kansas City Public Schools MO, Missouri (Kansas City)

This paper reports findings from a survey that examined teachers' attitudes toward women principals. The survey was distributed to 1,047 public school teachers within the Kansas City (Missouri) metropolitan area; 479 surveys were returned. Data were analyzed by gender, school location, grade level, and years of experience. Participants were asked to describe the qualities of a successful male principal and a successful female principal. They were also asked whether they believed that male and female leaders are perceived as having authority because of their gender, and by whom they would prefer to be supervised. The survey responses identified leadership characteristics desirable in a principal: good communications skills; knowledge of curriculum and instruction; personableness; good management skills; ability to solve problems; and willingness to seek input. The study also strengthened the contention that characteristics traditionally attributed to women are desirable in all school administrators, leaving unanswered the question of why women are underrepresented as educational leaders and suggesting the need for a followup study of hiring practices at the school board and central office level. (MAH)

ED 403 226 SP 037 083

Oliver, Peter V. Weinswig, S. Edward

The Human Scavenger Hunt: A Unique Classroom Ice-Breaker Exercise.

Pub Date—[Nov 96]

Note—10p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Class Activities, *Classroom Techniques, Elementary Secondary Education, *Group Dynamics, Higher Education, Interaction, *Interpersonal Competence

This paper describes a classroom exercise used on the first day of class to help students meet each other and to help make them feel comfortable in the class. It also helps improve students' memory and interpersonal skills such as active listening, communication and trust. Originally designed for use by college students, the exercise can easily be adapted for a wide range of student ages. The students are asked to locate people in the room who match items on a list (included in the report). This Human Scavenger Hunt provides an opportunity for students to become acquainted with the professor and with each other and could be a way to enhance the quality of instruction. (Contains 22 references.) (MAH)

ED 403 227 SP 037 084

Gullatt, David E. Lofton, Brenda D.

The Principal's Role in Promoting Academic Gain.

Pub Date—Dec 96

Note—28p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Administrator Role, Collegiality, Elementary Secondary Education, *Instructional Leadership, *Leadership Styles, *Participative Decision Making, *Principals, School Administration, *Teacher Administrator Relationship

Principals encourage student academic gain by the ways in which they govern the school, build strong collaborative relationships, and organize and allocate professional work time. Because these activities are important predictors of academic achievement, along with quality teacher activities, further information is also provided about how principals use leadership traits to increase school productivity. Principals' integration of management and leadership provides a conceptualization of the principal's role, that of educational leadership. Because instruction is the primary service of schools, principals should be aware of the special needs of each instructional area in order to provide the resources needed to carry out the school's mission effectively and to provide guidance and support to teachers. Effective principals involve teachers in critical decisions about instruction and protect the staff from external pressure and interference. They develop a sense of teamwork at the school in planning, implementing, and evaluating the instructional program, and involve parents, advisory groups, and school employees in the program. (Contains 15 references.) (MAH)

ED 403 228 SP 037 085

Gullatt, David E. Lofton, Brenda D.

Programs of Assistance for the At-Risk Student.

Pub Date—Dec 96

Note—25p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Responsibility, Curriculum Development, Educational Change, Elementary Education, Faculty Development, *High Risk Students, Instructional Effectiveness, Leadership, Principals, *Program Effectiveness, Teaching Methods

Teachers and administrators are becoming aware of a need for change in the approach to instruction for at-risk students. Traditional methods, while appropriate for many, are not meeting the needs of all students. In order for programs to be effective in dealing with at-risk students, these efforts must be comprehensive and meet individual student needs. One of the major responsibilities of the school is to see that every student is successful in learning. This paper examines several successful intervention programs described in the literature that target at-risk students. Fifteen recommendations follow that encourage: (1) a proactive approach to curriculum development; (2) increased school staff development; and (3) improved instructional leadership by the school principal. (Contains 19 references.) (Author)

ED 403 229 SP 037 087**Collegial Investigations: Shared Inquiry through Disciplined Discussion and Action Research.**

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—94

Contract—RP91002002

Note—65p.

Available from—Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325-1348; (800) 624-9120.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Action Research, *Collegiality, *Critical Thinking, Elementary Secondary Edu-

cation, Group Activities, Methods Research, Operations Research, *Staff Development, *Teacher Collaboration, *Teamwork, Theory Practice Relationship, Thinking Skills
Identifiers—*QUILT (Staff Development Program)

This manual was developed in response to teachers' requests for help in maintaining focus and resolving questions and concerns arising out of the Questioning and Understanding to Improve Learning and Thinking (QUILT) program. The introduction describes collegial investigation as a structural process that groups can use to examine problems, issues, or proposals. Two major concepts—the postulate and the collegium—are fundamental to the design of the collegial investigation, and two distinct scaffolds—critical thinking and action research—guide its functioning. Success depends on three norms: collegiality, practical inquiry, and knowledge. The collegial investigation uses a framework for action research that deploys members in one of five investigating teams: (1) philosophers who read and reflect upon selected pieces from journals and books; (2) analysts who identify and analyze data sources; (3) surveyors who formulate questions which they pose to selected audiences via survey forms or interviews; (4) people watchers who observe individuals and groups in specified contexts; and (5) storytellers who solicit stories from their colleagues and reflect on their own experiences. Sections of the paper explore patterns for critical thinking and the roles and responsibilities of the investigating teams. Also included are forms for investigators' notes and pages for journal keeping. (ND)

ED 403 230 SP 037 088**Questioning and Understanding To Improve Learning and Thinking (QUILT): The Evaluation Results. A Proposal to the National Diffusion Network (NDN), Documenting the Effectiveness of the QUILT Professional Development Program.**

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 94

Contract—RP91002002

Note—29p.

Available from—Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325-1348; (800) 624-9120.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Cognitive Style, Elementary School Teachers, Elementary Secondary Education, Faculty Development, Inservice Teacher Education, *Learning Processes, *Questioning Techniques, Secondary School Teachers, *Student Behavior, *Teacher Behavior, Teacher Improvement, Teaching Methods, *Thinking Skills

Identifiers—*QUILT (Staff Development Program)

The goals of the QUILT program are to increase and sustain teacher use of classroom questioning techniques and procedures that produce higher levels of student learning and thinking, and to increase the incidence of student responses at higher levels of cognition. Educational research has established relationships between discrete questioning behaviors and student learning and thinking outcomes. Research also documents that most teachers have not incorporated effective questioning behaviors into their classroom repertoire. QUILT is intended to help teachers align their classroom questioning practices with "best practices" by supporting their change efforts over time. Local teams participate in a training-for-trainers that provides the knowledge, skills, and materials required to implement QUILT. Activities for faculty include: workshops; collegiums; observation sessions; and specified classroom applications. After one year's participation in QUILT, teachers in 13 schools showed significant gains in knowledge, understanding, and application of concepts related to effective questioning. A random sample of these teachers showed positive changes in their questioning techniques. Also, student answers to teacher questions were more often

at cognitive levels above simple recall following teachers' participation in QUILT. Attachments include: the QUILT model; an annotated bibliography; a list of participants in QUILT field tests; and summaries of workshop evaluations and observation data. (ND)

ED 403 231 SP 037 089

Atrisian, Peter W. Gullickson, Arlen R.

Teacher Self-Evaluation Tool Kit.

Report No.—ISBN-0-8039-6517-6

Pub Date—97

Note—98p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218 (hardcover: ISBN-0-8039-6516-8, \$39.95; softcover: ISBN-0-8039-6517-6, \$19.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, Elementary School Teachers, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Principals, *Reflective Teaching, Secondary School Teachers, Self Concept, *Self Evaluation (Individuals), Teacher Attitudes, *Teacher Evaluation, *Teacher Improvement

Identifiers—*Teacher Knowledge

Teacher self-evaluation encourages teachers to examine their personal teaching activities in order to understand and improve their practices. This publication explains what teacher-self evaluation is, why it is important, self-evaluation methods and procedures, the role of the principal's evaluation, influential factors, self-evaluation standards and criteria, and barriers. Common strategies used in teacher self-evaluation are explored; 19 examples of simple, formal self-evaluation processes are provided to help teachers learn about their teaching beliefs, knowledge, practices, and effectiveness. Suggestions for getting started with self-evaluation are offered covering eight teacher-oriented activities that enhance the conduct of self-evaluations: (1) volunteering; (2) focusing on awareness of practice; (3) starting small; (4) delimiting the focus of self-evaluation; (5) allocating time; (6) employing explicit criteria and standards; (7) making use of available resources; and (8) learning about self-evaluation. Three appendices present formal self-evaluation strategies, self-evaluation planning resources, and the Guilford County Formative Teacher Evaluation Plan. (Contains 15 references.) (ND)

ED 403 232 SP 037 092

West, P. R.

The Recruitment, Selection, Occupational Adjustment, Development and Retention of Culturally Diverse Educators: A Mandate for Inclusion in the Academic Professions.

Pub Date—5 Nov 94

Note—38p.; Paper presented at the Fall Seminar of the Ohio Education Association (November 5, 1994).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cross Cultural Training, Elementary Secondary Education, *Equal Opportunities (Jobs), *Minority Group Teachers, *Multicultural Education, School Districts, Teacher Persistence, *Teacher Recruitment, *Teacher Selection

Identifiers—*Diversity (Faculty), Diversity (Student), *Ohio

Building an appreciation and respect for others is an important educational goal in an increasingly global society. Several methods can be used to promote these goals such as cross cultural teacher training and hiring culturally diverse teachers. Cultural competency can help both mainstreamed and culturally diverse students, and role modeling is an effective method to use in teaching students cultural competencies. Thus, obtaining culturally diverse employees should remain a priority until all teachers can be trained to teach from a multicultural perspective. The task of recruiting, selecting, hiring,

and retaining culturally diverse educators, however, poses special problems for most personnel offices. Cultural competency among many teachers may be limited by their desire to learn, and their pedagogy affected by whether they value diversity or not. Generally K-12 hiring practices can be classified as: best qualified, affirmative action, or otherwise qualified. All of these are in accord with equal employment opportunities if practiced properly. Through a variety of occupational adjustment, professional development, and intervention strategies, school districts may be able to retain higher percentages of the culturally diverse educators they hire. The situation in the Worthington (Ohio) City Schools illustrates the need for using equalization formulas to protect culturally diverse employees. A chart explaining these formulas is included and "Exemplar Recruitment/Retention Plans for Culturally Diverse Educators in the State of Ohio" is appended as well as copies of news articles. (Contains 20 references.) (ND)

ED 403 233 SP 037 093

Shunk, Dale H.

Self-Evaluation and Self-Regulated Learning.
Pub Date—Oct 96

Note—27p.; Paper presented at the Graduate School and University Center, City University of New York, New York, NY (October 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—College Students, Computer Literacy, Education Majors, Elementary Education, Elementary School Students, Fractions, Goal Orientation, Higher Education, *Learning Motivation, Preservice Teacher Education, Self Efficacy, *Self Evaluation (Individuals), *Self Motivation, Student Educational Objectives, *Student Motivation

Identifiers—*Self Regulated Learning

This paper focuses on the role of self-evaluation during self-regulated learning. After a discussion of the social cognitive theory of self-regulation, self-efficacy, and achievement goals, two studies of fourth graders who were learning fraction skills and one ongoing research project with college students enrolled in their first computer class are described. The ongoing research with the college students, elementary education majors, represents a follow-up to the prior research in elementary students' learning of mathematics skills in that it also looks at goals and self-evaluation in the context of self-regulatory learning. Findings reveal that: (1) learning goals are important for self-regulation; (2) self-evaluation is important when it is frequent or conveys information that students may not acquire on their own; and (3) the combination of learning goals and self-evaluation is powerful when self-evaluation is linked directly to the goals and when other factors may preclude self-evaluation. Further research directions in this area are suggested as well as implications for teaching and learning. (Contains 20 references.) (ND)

ED 403 234 SP 037 094

Rancifer, Jesse L.

Transforming Schools into Effective Learning Communities.

Pub Date—96

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adoption (Ideas), *Change Strategies, *Educational Change, *Educational Strategies, Elementary Secondary Education, Institutional Characteristics, *Leadership, Organizational Change, *School Organization

Identifiers—*Learning Communities, Reflective Practice, Team Learning Methods, Vision Statements

At a time when school leaders are trying to move from educational fads to transforming schools into effective learning communities, strategies to accomplish this end continue to elude many administrators even though they may be familiar with the desired results. School transformations, which are long-lasting and fad resistant, require all teachers, students, staff, parents, and other individuals asso-

ciated with the institution to be continuous learners. This paper discusses seven basic strategies to assist the school leader in transforming the school into an effective learning community: (1) a shared purpose, covenant, and mission; (2) a school vision; (3) expertise in profession; (4) symbolic leadership; (5) team learning; (6) proactive leadership practices; and (7) reflective practices. The paper concludes with a list of the strategies and related practices for each. (Contains 14 references.) (Author/ND)

ED 403 235 SP 037 095

Tarquin, Patti Walker, Sharon

Creating Success in the Classroom! Visual Organizers and How To Use Them.

Report No.—ISBN-1-56308-437-6

Pub Date—97

Note—235p.

Available from—Teacher Ideas Press/Libraries Unlimited, P.O. Box 6633, Englewood, CO 80155-6633 (\$23.50).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Charts, Diagrams, Elementary Education, Flow Charts, Instructional Materials, *Learning Processes, Lesson Plans, *Teacher Developed Materials, *Teaching Methods, *Visual Aids, *Visual Stimuli

Identifiers—*Graphic Organizers, Semantic Feature Analysis, Semantic Webbing, Story Maps, Venn Diagrams, *Visual Displays

Visual organizers also called graphic organizers, formal organizers, and visual strategies are visual representations of concepts and ideas. When used in classrooms, they provide students with tools to make thought and organizational processes visible, and they serve as organizational frameworks to promote thinking and language development. This book introduces 12 visual organizers: story maps; Venn diagrams; frameworks for webbing; KWL charts; main idea/supporting details—frameworks; cause and effect frameworks; classification frameworks; fact/opinion frameworks; circle frameworks; semantic feature analysis frameworks; flowcharts; and charts. Each chapter explains the organizer, and discusses why it should be used and how to use it with the whole class, small groups, or individuals. Practical tips and specific examples from several curriculum areas are provided, and assessment techniques are covered. All ideas have been classroom tested and are illustrated with examples of actual student work. (Contains 40 references.) (ND)

ED 403 236 SP 037 096

Dottin, Erskine S.

Education as a Human Enterprise: What Was, Is, and Ought To Be.

Pub Date—Sep 96

Note—26p.; Paper presented at a Meeting of the Institute of Retired Persons (Miami, FL, September 11, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Change, *Educational Objectives, Educational Philosophy, *Educational Policy, Elementary Secondary Education, Global Approach, *Humanistic Education, *School Role

Identifiers—Goals 2000

This paper looks at the educational thought system that provides a contextual understanding of education, discusses what schools are for, and presents a vision for education. A review of educational literature reveals an ongoing search for a new educational paradigm and focuses on a transformed conception of teaching that shifts the focus from knowledge as commodity to understanding knowledge as a gift to be received, developed, and shared by all. In this context, the primary purpose of education is to actualize human potential rather than to impart an established body of facts and skills. The educational vision operative in the national education goals—"Goals 2000," which ties the purpose of education to national productivity, is contrasted with "Education 2000: A Holistic Perspective." The

vision of "Education 2000," articulated in 1991 by the Global Alliance for Transforming Education, espouses optimal human development rather than the traditional industrial/technological world view. Education 2000 is developed around 10 principles, which are listed, along with educational implications. Contains 10 references. (ND)

ED 403 237 SP 037 097

Bergin, Joyce Williams Walworth, Margaret

The Development of a Course of Study on Secondary Classroom Management: Part One of a Process.

Pub Date—96

Note—31p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Classroom Environment, *Classroom Techniques, *Course Content, *Curriculum Development, *Education Courses, High School Students, Higher Education, Preservice Teacher Education, Secondary Education, *Student Attitudes, *Student Surveys, Teacher Education Curriculum, Theory Practice Relationship

Identifiers—*Student Evaluation of Educational Quality

This article reports the process two professors have begun in an effort to develop a course of study for undergraduate teacher education students at Armstrong Atlantic State University (Georgia). From data collected through graduate surveys and other sources, a pilot survey was constructed and administered to students attending six high schools in the Savannah/Chatham County School System (Georgia) in an effort to gather data on student perceptions of disciplinary problems, school safety, and effective teaching practices. A new survey instrument is being developed to be used in conjunction with student and teacher interviews in a data gathering effort believed to be necessary to developing and improving the course over time. It is expected that input from students and teachers in secondary schools will help to develop a course that is more reality based and effective. A practicum experience in a secondary school setting is a component of the current course of study. A follow-up report is projected that will cover the data collected from the student surveys as well as the evolution of the course as changes are made to its contents and format over time. Two appendices contain the secondary classroom management survey along with a cover letter and the course syllabus for "Classroom Management at the Secondary Level." (Author/ND)

ED 403 238 SP 037 098

International Colloquium on Education: British and American Perspectives (4th, Swansea, Wales, United Kingdom, May 22-24, 1995). Proceedings.

Wales Univ., Swansea. Dept. of Education.

Report No.—ISBN-0-90094-438-2

Pub Date—May 95

Note—148p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—Action Research, *College School Cooperation, Cooperative Learning, Educational Change, *Educational Environment, *Educational Policy, Educational Research, Elementary Secondary Education, English (Second Language), Foreign Countries, High Risk Students, Higher Education, Inservice Teacher Education, *Instructional Leadership, Language Minorities, Mathematics Education, Minority Group Teachers, *Partnerships in Education, Standards, Student Evaluation

Identifiers—United States, University of Wales Swansea, University of Wisconsin-La Crosse, Wales

This collection of studies represents collaboration between the Departments of Education of the University of Wales Swansea and the University of Wisconsin-La Crosse. The papers are as follows: (1) "Analysing the Social Climate of Schools and Classrooms" (Robert W. Bilby); (2) "Reading Whose World?" (Diane Cannon); (3) "The National Council of Teachers of Mathematics' Standards:

Systemic Change for the Twenty-first Century" (M. Elizabeth Cason); (4) "Developing Baseline Assessment: A Useful Tool or a Necessary Evil?" (Gill Harper-Jones); (5) "A Critical Analysis of Identification, Evaluation, Placement and Programming Processes for Students in the United States Who Are Identified as Having Exceptional Needs" (Hal Hiebert); (6) "The Effects of Recent Government Policy on the Provision of English Language Instruction for Children of Ethnic Minorities in South Wales" (Graham Howells); (7) "Cooperative Learning in the Workshop: Integrating Social Skills, Group Roles and Processing to Facilitate Learning in the Integrated Language Arts Classroom" (Carol A. Kirk); (8) "Issues and Concerns: Meeting Needs of Teachers Who Work with At-Risk Youth" (Bob Krajewski); (9) "Inservice Education for Teachers through the University of Wisconsin-La Crosse Continuing Education and Extension" (Barbara Manthei); (10) "Reconnecting Educators: The Responsibility of University Faculty to Public School Faculty—a UW-La Crosse Case Study" (James R. Parker); (11) "Education Policy Making in Wales: A Research Agenda" (Robert Phillips); (12) "Issues and Trends in American Education from the Perspective of an Educator/Student" (Marilyn Pitzner); (13) "Developing Thinking Skills in Mathematics" (Sonia Jones and Howard Tanner); and (14) "The Role of the Subject Head of Department in Secondary Schools—A Neglected Area of School Effectiveness Research?" (C. K. Turner). (ND)

ED 403 239

SP 037 099

Novak, John M., Ed.

Democratic Teacher Education: Programs, Processes, Problems, and Prospects. SUNY Series, Democracy and Education.

Report No.—ISBN-0-7914-1928-2

Pub Date—94

Note—262p.

Available from—State University of New York Press, State University Plaza, Albany, NY 12246 (cloth: ISBN-0-7914-1927-4; paperback: ISBN-0-7914-1928-2, \$21.95).

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Case Studies, Classroom Techniques, *Curriculum Development, *Democracy, *Democratic Values, Elementary Secondary Education, Higher Education, *Preservice Teacher Education, *Racial Bias, Teacher Education Curriculum, *Teacher Education Programs, Womens Studies

Identifiers—Foxfire

This book focuses on the creative work and struggles of democratic teacher educators. After "Introduction: The Talk and the Walk of Democratic Teacher Education" (John M. Novak), the book is organized in three sections. Section I, "Programs," includes: (1) "The Institute for Democracy in Education: Supporting Democratic Teachers" (George Wood); (2) "Foxfire Teachers' Networks (Viewed through Maxine Greene's The Dialectic of Freedom)" (Hilton Smith); (3) "Doing Women's Studies: Possibilities and Challenges in Democratic Praxis" (Cecilia Reynolds); (4) "Democratic Empowerment and Secondary Teacher Education" (Thomas E. Kelly); (5) "Teaching for Democracy: Preparing Teachers To Teach Democracy" (Keith Hillkirk); (6) "Deliberately Developing Democratic Teachers in a Year" (Barbara McEwan); and (7) "An Institute for Independence through Action, Process, and Theory" (J. Cynthia McDermott). Section 2, "Processes," includes an introduction and 6 chapters: (8) "Only by Living Them" (Heidi Watts); (9) "Control and Contradiction in Democratic Teacher Education: Classroom and Curriculum Approaches" (Suzanne SooHoo and Thomas C. Wilson); (10) "Democracy in Education: A Foxfire Experience" (Janet C. Fortune); (11) "The Democratic Process in Teacher Education: Two Case Studies" (Lisa A. Bloom and Mary Jean Ronan Herzog); (12) "Skin-Game: Race and Racism in Teaching and Teacher Education" (William Ayers); and (13) "Radical Change in Assessment: A Catalyst for Democratic Education" (Carol Lieber, Ed Mikel, and Sunny Pervil). Section 3, "Prospects," contains

"Conclusion: Prospecting for Democratic Teacher Education" (John M. Novak). (ND)

ED 403 240

SP 037 100

Lambert, Linda And Others

Who Will Save Our Schools? Teachers as Constructivist Leaders.

Report No.—ISBN-0-8039-6463-3

Pub Date—97

Note—224p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218 (cloth: ISBN-0-8039-6462-5, \$49.95; paperback: ISBN-0-8039-6463-3, \$22.95).

Pub Type—Books (010) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Constructivism (Learning), *Educational Change, Educational Policy, Educational Trends, Elementary School Teachers, Elementary Secondary Education, *Futures (of Society), Leadership, Secondary School Teachers, *Teacher Attitudes, Teacher Evaluation, *Teacher Role, Teaching Skills

Identifiers—*Learning Communities, Social Constructivism, *Teacher Leaders

This publication explores the future of schooling and the role of teacher leaders. Several questions are examined: (1) why teachers must take primary responsibility for creating a new context for teaching and learning; (2) how "constructivist leaders" create meaning out of learning; (3) how the roles of leadership with adults and with children merge for teacher leaders; and (4) what commitments, knowledge, and skills are essential for teacher leaders. Chapter 1 describes the context of teaching in the United States in terms of four themes: human learning and development, learning communities, constructivist leadership, and systemic change. In Chapter 2 "constructivist leadership" and "constructivist leading" are defined. Chapter 3 discusses enabling all members of school communities to engage in system reform. Chapter 4 suggests several approaches from practice to advance the learning community as the new context for teaching and learning. Chapter 5 focuses on the teacher's leadership role. Chapter 6 examines who sets the learning agenda from both authoritarian and participatory viewpoints. Chapter 7 proposes the commitments, knowledge, and skills that are essential for teacher leaders, outlines nine design principles for professional evaluation, and suggests reforms of professional preparation programs. Chapter 8 summarizes ideas, anticipates some possible futures, and recommends significant alterations in policy and practice. (Contains 143 references.) (ND)

ED 403 241

SP 037 101

Glasgow, Neal A.

New Curriculum for New Times: A Guide to Student-Centered, Problem-Based Learning.

Report No.—ISBN-0-8039-6499-4

Pub Date—97

Note—201p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218 (hardcover: ISBN-0-8039-6498-6, \$44.95; softcover: ISBN-0-8039-6499-4, \$19.95); e-mail: order@sagepub.com

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Design, Curriculum Development, Higher Education, Interdisciplinary Approach, Learning Theories, *Portfolio Assessment, *Problem Solving, *School Community Relationship, Secondary Education, *Student Responsibility, *Teacher Role, Teaching Models

Identifiers—*Problem Centered Curriculum

This is a step-by-step guide to designing problem-based learning across the curriculum. Contents show teachers how to develop student-centered, problem-based curriculum, manage student projects across a range of subjects and disciplines, assess projects using portfolios, and involve community members as project mentors. Numerous

examples are provided of activities in various disciplines and at different learning levels with ideas to engage students. The concepts and suggestions offered are designed to expand the teacher's classroom toolbox, and practical examples are given of a variety of curricular models, ranging from traditional to less mainstream alternatives, to guide the creation, implementation, management, and assessment of curricular practice and student work. The needs for curricular accountability and classroom evaluation research by teachers are also discussed and the concerns of educators, administrators, parents, and other stakeholders are addressed. (Contains 32 references.) (JLS)

ED 403 242

SP 037 102

Joyce, Bruce R. Calhoun, Emily F.

Creating Learning Experiences: The Role of Instructional Theory and Research.

Association for Supervision and Curriculum Development, Alexandria, VA.

Report No.—ISBN-0-87120-272-7

Pub Date—96

Note—104p.

Available from—Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314-1453 (ASCD Stock No. 196229, \$11.95 members; \$13.95 nonmembers).

Pub Type—Books (010) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, Curriculum Design, Educational Research, Elementary Secondary Education, Learning Strategies, *Learning Theories, Research and Development, *Teacher Role, *Teaching Models, *Theory Practice Relationship

This is an introduction to some of the teaching models that have been developed and studied through modern educational research. Some models are designed to accomplish specific objectives, such as teaching students to form and attain concepts; some have generic applications that adapt to a range of learning styles and curriculum areas. Information-processing models include inductive thinking, concept attainment, scientific inquiry, inquiry training, cognitive growth, advance organizer, mnemonics, and synectics. Social models include group investigation, social inquiry, jurisprudential inquiry, laboratory method, role-playing, positive interdependence, and structured social inquiry. Personal models include nondirective teaching, awareness training, classroom meeting, self-actualization, and conceptual systems. Behavioral systems models include social learning, mastery learning, programmed learning, simulation, direct teaching, and anxiety reduction. For each model, the underlying theory is discussed, research is examined, and scenarios illustrating its use are provided. (Contains 85 references.) (JLS)

ED 403 243

SP 037 103

Analysis of Professional Salaries, Maryland Public Schools.

Maryland State Dept. of Education, Baltimore. Div. of Planning, Results and Information Management.

Pub Date—Oct 95

Note—31p.; For the 1994 report, see ED 388 633.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Compensation (Remuneration), Elementary Secondary Education, *Public Schools, *Salaries, *School Personnel, Tables (Data), *Teachers

Identifiers—*Maryland, *School District Personnel

This report presents an analysis of salaries earned by professional staff employed in Maryland public schools. Employees include selected central office staff, school level administrators, teachers, librarians, and counselors. Figure 1 shows the amount above or below the statewide average of teacher salary by county. Table 1 presents the Local Education Agency (LEA) and statewide calculations of the average and median salary, as well as the salaries at

the first and third quartiles for professional staff. Table 2 shows the average, median, and quartiles for classroom teachers by regions with LEA salaries indexed to the regions. Table 3 presents the average salaries for selected positions and percent change between 1986 and 1995. (JLS)

ED 403 244 SP 037 104

Directory of Approved Programs for the Preparation of Educational Personnel in Illinois Institutions of Higher Education. Volume 20.

Illinois State Board of Education, Springfield.

Pub Date—Jun 96

Note—42p.; For previous directory, see ED 267 058.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Bilingual Education, *Educational Certificates, Elementary Secondary Education, Higher Education, Preservice Teacher Education, *School Personnel, Special Education, *Teacher Certification, *Teacher Education Programs, Teachers

Identifiers—*Illinois

This twentieth edition of the Directory of Approved Programs has been updated to reflect the numerous changes in each recognized institution's approved program listing. The directory lists state approved programs for the preparation of education personnel in Illinois. Addresses, telephone numbers, and contact persons for each institution are listed. The data are provided in 11 sections: (1) alphabetical listing of recognized institutions and approved programs with listing of specific curriculum areas; (2) approved early childhood education certificate programs; (3) approved elementary (K-9) certificate programs; (4) approved secondary (6-12) certificate program areas; (5) approved special (K-12) certificate program areas; (6) approved special education areas for the special (K-12) certificate; (7) approved school service personnel certificate programs; (8) approved administrative credit certificate programs; (9) approved transitional bilingual certificate programs; (10) geographic location of Illinois institutions recognized for teacher education; and (11) special programs offering alternatives for individuals with degrees. (JLS)

ED 403 245 SP 037 105

Danielson, Charlotte

Enhancing Professional Practice: A Framework for Teaching.

Association for Supervision and Curriculum Development, Alexandria, VA.

Report No.—ISBN-0-87120-269-7

Pub Date—96

Note—311p.

Available from—Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314-1453 (ASCD Stock No. 196074, \$16.95 members; \$19.95 nonmembers).

Pub Type—Books (010) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Beginning Teacher Induction, *Classroom Environment, Elementary School Teachers, Elementary Secondary Education, Evaluation Methods, *Noninstructional Responsibility, Performance Based Assessment, Planning, Secondary School Teachers, *Teacher Effectiveness, *Teacher Evaluation, Teaching (Occupation), Teaching Experience, *Teaching Methods

Identifiers—*Praxis Series

The framework for teaching described in this book is based on PRAXIS III: Classroom Performance Assessments criteria developed by the Educational Testing Service. This framework identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. These responsibilities seek to define what teachers should know and be able to do in the exercise of their profession. In this framework, the complex activity of teaching is divided into 22 com-

ponents clustered into four domains: planning and preparation, classroom environment, instruction, and professional responsibilities. This framework of professional practice is designed to meet the needs of novice teachers concerned with day-to-day survival, experienced teachers wanting to improve their effectiveness and help their colleagues do so as well, and highly accomplished teachers wanting to move toward advanced certification and serve as a resource to less-experienced colleagues. Evaluation criteria are provided for each domain and its components; instead of rating specific behaviors, these criteria refer to a set of commonalities that reflect or support actions. (Contains 80 references.) (JLS)

ED 403 246 SP 037 106

Scott, Neil H. Compton, Ellen

Report on the 1995-96 Beginning Teacher Induction Program in New Brunswick.

Pub Date—Sep 96

Note—47p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Beginning Teacher Induction, *Beginning Teachers, Elementary Secondary Education, Foreign Countries, *Mentors, Program Effectiveness, Program Implementation, Surveys, Teacher Attitudes

Identifiers—*New Brunswick

Following two years of pilot projects, the Beginning Teacher Induction Program (BTIP) was implemented in all twelve anglophone school districts in New Brunswick (Canada) during the 1995-96 school year. The program is sponsored by the Province Department of Education with the support of the New Brunswick Teachers Association and the University of New Brunswick. Participants were 156 beginning teachers and 147 mentors. This study is based on data from questionnaires sent to mentors, beginning teachers, principals, and district contact staff with 203 replies (49 percent return) analyzed. Beginning teachers and mentors reported frequent informal contacts and class observation and feedback by mentors. Beginning teachers emphasized the importance of mentors for emotional and professional support and insights. Mentors reported gains in knowledge of new techniques and the opportunity to reflect on their own teaching practices. Principals and district staff reported similar benefits and all groups recommended continuation of the program. Problems were reported in regard to a shortage of time, lack of information, failure to develop a collegial relationship, pairs mismatched in grade levels, and classrooms not in close proximity. Overall, it was found that the goals of the program were met and the program holds considerable promise for both teacher induction and encouraging collegial norms of professional development within the teaching profession. (JLS)

ED 403 247 SP 037 107

Evertson, Carolyn M.

Classroom Organization and Management Program. Revalidation Submission to the Program Effectiveness Panel, U.S. Department of Education.

Pub Date—Sep 95

Note—88p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Beginning Teachers, Class Activities, Classroom Research, *Classroom Techniques, *Discipline, Elementary School Teachers, Elementary Secondary Education, Inservice Teacher Education, Program Effectiveness, Program Evaluation, Secondary School Teachers, Student Behavior, Teacher Behavior, *Teacher Effectiveness, Teaching Experience, *Teaching Styles, Validated Programs

Identifiers—Program Effectiveness Panel, *Tennessee

The Classroom Organization and Management Program (COMP) addresses a vital need for schools, faculties, and students. The program's purpose is to meet the needs of both beginning and experienced teachers for more professional development and inservice training in classroom behavior and instructional management. COMP promotes

classroom management through development of an integrated management plan that focuses on: planning and implementing effective strategies for room arrangements, rules and procedures, and student accountability; consequences and intervention strategies for behavior management; and planning and conducting class lessons. COMP also provides materials and inservice training for teachers and workshop leaders. This report describes the revalidation submitted to the Program Effectiveness Panel and shows that the program is meeting its goals. Eleven data tables are provided in the report. Appendices provide: teacher self-report inventories, 1991-1995; administrator assessments, 1991-1995; COMP workshop consumer satisfaction questionnaire; COMP communications (Issue 3, February 1995); chart showing program growth 1989-1994; list of contact persons; and a teacher's checklist. (Contains 24 references.) (JLS)

ED 403 248 SP 037 108

Fasko, Daniel And Others

Education Competencies: Graduates' and Supervisors' Perceptions.

Pub Date—Nov 96

Note—41p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Beginning Teachers, Elementary Secondary Education, Higher Education, *Knowledge Base for Teaching, Preservice Teacher Education, Program Effectiveness, *Student Teachers, Surveys, Tables (Data), *Teacher Attitudes, *Teacher Competencies, *Teacher Education Programs

Identifiers—Kentucky

Most teacher educators agree that their students need to learn general pedagogical knowledge, the pedagogical knowledge specific to their content area, and general classroom management. Beginning teachers and student teacher supervisors were asked their perceptions of the importance of various educational competencies and the university's effectiveness in teaching them. Education graduates from 1992-93 (n=251) received the Teacher Education Graduates Survey and were also asked if the Employer Assessment Survey could be sent to their supervisors. Fifty-seven surveys were returned, a response rate of 23 percent. The number of supervisor survey returns was considered too small and too inconsistent to be reported. The majority of graduates responded that the competencies required in the teacher education program are important or very important and that core competencies were taught effectively or very effectively. Fifty-three percent responded that the student teaching experience was a strength of their teacher preparation and 34 percent responded that exposure to a variety of teaching methods was important. Seventy-four percent of respondents indicated that their education courses were either not difficult or only somewhat difficult. Data are provided in four tables; an appendix includes the student and supervisor survey forms. (Contains 15 references.) (JLS)

ED 403 249 SP 037 109

Illinois Teacher Salary Study, 1994-1995.

Illinois State Board of Education, Springfield. Dept. of Policy, Planning and Resource Management.

Pub Date—Aug 95

Note—282p.; For related documents, see SP 037 110-111.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Compensation (Remuneration), Degrees (Academic), Elementary Secondary Education, Public School Teachers, *Public Schools, School Districts, Surveys, Tables (Data), *Teacher Salaries

Identifiers—*Illinois

The Illinois Teacher Salary Study is conducted annually as a cooperative effort of the Illinois Association of School Boards, the Illinois Education Association, and the Illinois State Board of Educa-

tion. This statistical report contains selected information on teacher salary policies, salary schedules, actual salaries paid, and fringe benefits. Tables include statewide summary tables by district type and size, individual districts' salary schedule and selected policy/provision information, individual area vocational centers' salary schedule and selected policy/provision information, individual special education cooperatives' salary schedule and selected policy/provision information, and policy cost and percent the board paid for fringe benefits per employee and family. The statewide median scheduled salaries for beginning teachers at the Bachelor's and Master's levels are \$21,350 and \$23,522 respectively. The medians of the maximum scheduled salaries for experienced teachers at the same degree levels are \$31,842 and \$38,091 respectively. Districts with larger enrollments have larger salaries. The median of the highest scheduled salaries for districts under 500 enrollment is \$32,845 versus \$58,325 for districts with enrollments of 6,000 to 11,999. Districts located in and near Cook County (Chicago) also tend to have higher scheduled salaries. Appendices list county names and codes numbers and include the 1994-95 salary study form. (JLS)

ED 403 250 SP 037 110
Illinois Teacher Salary Study, 1995-1996.

Illinois State Board of Education, Springfield.
Dept. of Policy, Planning and Resource Management.

Pub Date—Feb 96

Note—282p.; For related documents, see SP 037 109-111.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC12 Plus Postage.

Descriptors—*Compensation (Remuneration), Degrees (Academic), Elementary Secondary Education, Public School Teachers, *Public Schools, School Districts, Surveys, Tables (Data), *Teacher Salaries

Identifiers—*Illinois

The Illinois Teacher Salary Study is conducted annually as a cooperative effort of the Illinois Association of School Boards, the Illinois Education Association, and the Illinois State Board of Education. This statistical report contains selected information on teacher salary policies, salary schedules, actual salaries paid, and fringe benefits. Tables include: statewide summary tables by district type and size; individual districts' salary schedule and selected policy/provision information; individual area vocational centers' salary schedule and selected policy/provision information; and policy cost and percent the board paid for fringe benefits per employee and family. The statewide median scheduled salaries for beginning teachers at the Bachelor's and Master's levels are \$22,050 and \$24,279 respectively. The medians of the maximum scheduled salaries for experienced teachers at the same degree levels are \$33,089 and \$39,782 respectively. Districts with larger enrollments have larger salaries. The median of the highest scheduled salaries for districts under 500 enrollment is \$34,000 versus \$60,014 for districts with enrollments of 6,000 to 11,999. Districts located in and near Cook County (Chicago) also tend to have higher scheduled salaries. Appendices list county names and code numbers and include the 1995-96 salary study form. (JLS)

ED 403 251 SP 037 111
Illinois Noncertified Salary Study, 1995-1996.

Illinois State Board of Education, Springfield.
Dept. of Policy, Planning and Resource Management.

Pub Date—May 96

Note—165p.; For related documents, see SP 037 109-110.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—*Compensation (Remuneration), Elementary Secondary Education, Fringe Benefits, *Nonprofessional Personnel, *Paraprofessional School Personnel, *Professional Personnel, *Public Schools, Surveys, Tables (Data)

Identifiers—*Illinois

Two hundred thirty-two Illinois school districts and special education cooperatives were selected to participate in this survey. Public school districts and special education cooperatives in Illinois reporting 50 or more full-time noncertified staff were chosen for the survey, and additional districts and co-ops were chosen from the remaining 716 districts/cooperatives to be representative of the distribution of the remaining noncertified staff. Data include part-time versus full-time status, membership in an employees' organization or union, beginning salary, maximum salary, insurance benefits, and eligibility for sick leave, retirement, and other benefits. Where applicable, staff categories include: architects, attendance officers, attorneys, bookkeepers, bus drivers, other transportation, clerks, cooks, other food service, custodians, engineers, health aides, health assistants, library aides, maintenance workers, mechanics, playground supervisors, secretaries, security, teacher aides, teacher assistants, and other educational support staff. Data are provided by district and a key is given for equivalent county name. The survey form is included. (JLS)

ED 403 252 SP 037 112
Marso, Ronald N. Pigge, Fred L.

Relationships between Pre- and Post-Preparation Development of Attitudes, Anxieties, and Confidence about Teaching and Candidates' Success or Failure in Making the Transition to Teaching.

Pub Date—Oct 96

Note—20p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 2-5, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, *Beginning Teachers, Elementary Secondary Education, Higher Education, Longitudinal Studies, *Preservice Teacher Education, *Student Teachers, Surveys, *Teacher Attitudes

A longitudinal sample of 241 teacher candidates was studied to identify possible relationships between the extent of their success in making the transition from student to teacher and development of their confidence, anxiety, and attitudes about teaching during teacher preparation. Statistical analysis of data collected prior to and near the end of teacher preparation and seven years after the commencement of teacher preparation revealed: pre- to post-preparation changes occurred in the candidates' confidence and anxiety about teaching but not in their attitude toward teaching as a career; when classified by the extent of their success in making the transition from student to teacher (full-time teacher, part-time teacher, and not teaching), the candidates differed in attitude but not in confidence and anxiety about teaching; and the teacher candidates' academic ability indices (ACT scores, student teaching performance ratings, and basic academic skills) and personal attributes (gender, when first deciding to teach, locus of control, elementary or secondary major, and Myers-Briggs preference classification) were related to one or more of the set of three affective measures. The findings of the present study indicate that teacher preparation itself has an impact upon teacher candidates' affective characteristics, but that the impact may be difficult to assess as affective change during teacher preparation interacts with the candidates' academic and personal attributes. (Contains 16 references.) (Author/JLS)

ED 403 253 SP 037 113
Finders, Margaret J.

Just Girls: Hidden Literacies and Life in Junior High.

Report No.—ISBN-0-8077-3560-4

Pub Date—97

Note—144p.

Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (cloth: ISBN-0-8077-3561-2; paper: ISBN-0-8077-3560-4, \$17.95; NCTE stock number

25387).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Case Studies, Early Adolescents, *Females, *Friendship, Grade 7, Group Dynamics, Interpersonal Relationship, *Junior High School Students, Junior High Schools, *Literacy, *Peer Groups, *Social Development, Student Centered Curriculum, Student Publications, Teacher Student Relationship

Identifiers—*Cliques

This publication focuses on the role of literacy in the social development of five academically successful 12- and 13-year-old girls of middle- and working-class and Euro-American background residing in the rural Midwest. For the study, literacy is broadly defined to include signing yearbooks, writing notes and bathroom graffiti, reading teen magazines, doing homework together, and leisure time reading. These literacy events are construed to be just as important as reading novels and short stories in the classroom. Study participants the most popular girls in school, and "tough cookies," the "nicest girls, every teacher's ideal students." Chapter one describes the school and the context of the study. Chapter two explores literacy's role in expressing allegiance and a sense of belonging through yearbook rituals. Chapters three and four look at literacy and each friendship circle. Chapter five summarizes classroom roles and implications for pedagogy. (Contains 94 references.) (ND)

ED 403 254 SP 037 114

Guskey, Thomas And Others

Events, Ethos and Ethics.

Pub Date—9 Dec 96

Note—20p.; Paper presented at the Annual Meeting of the National Staff Development Council (Vancouver, British Columbia, Canada, December 9, 1996).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Educational Change, *Educational Environment, Elementary Secondary Education, *Faculty Development, Knowledge Base for Teaching, *State Standards, Teacher Characteristics, *Teacher Student Relationship, *Values

Identifiers—*Kentucky

This document is a series of charts and diagrams for a presentation on values in staff development. The presentation focused on content—what teachers teach and what teachers want students to learn; process—how to make things happen, the means for acquiring new knowledge and skills; and context—the culture or framework in which teachers work. Values that influence human behavior were explored as well as affective behavior. The diagrams illustrate: staff development in the context of pressure for reform and the changing world; elements of staff development, such as strategic plans, school improvement, skills training, and expectations; the professional development planning process; and the six Kentucky Standards for Professional Development, with indicators. (ND)

ED 403 255 SP 037 115

Lin, Jiang JoAnn

Meeting Technology Challenges in Teacher Education: Responses from Schools and Colleges of Education.

Pub Date—97

Note—23p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, February 23-26, 1997).

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Computer Literacy, Educational Technology, Elementary Secondary Education, *Faculty Development, Higher Education, *Incentives, *Knowledge Base for Teaching, Leadership, Preservice Teacher Education,

*Schools of Education, Teacher Educators, Teacher Motivation
Identifiers—*Technology Utilization

The college level teacher is a critical variable in the shift toward acceptance of new technologies. Despite the recognized need for teachers to use and teach new technologies, and National Council for Accreditation of Teacher Education's new accreditation standards, there remains a large percentage of teachers unprepared to cope with technology in classrooms. The data analyzed in this study were generated by a dean's task force of the Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities (ACSESULGC/APU). Thirty-four cases were reported by 23 state and independent universities geographically representative and varied in size and complexity. The data analysis focused on strategies for technology-related college faculty development, including training, support, infrastructure, and funding. The study examined differential rates of change among colleges of education, the essential keys to successful strategies, and the relative importance of infrastructure, budget, leadership, and special incentives. Findings indicated that the essential key to success was leadership, and that providing appropriate and meaningful incentives was crucial. Recognition from department leaders, deans, or other university officials, release time, and monetary compensation are some of the incentives that are considered effective. (Contains 16 references.) (ND)

ED 403 256

SP 037 116

Wilhelm, Jeffrey D.

"You Gotta BE the Book": Teaching Engaged and Reflective Reading with Adolescents.

Report No.—ISBN-0-8077-3566-3

Pub Date—97

Note—190p.; Foreword by Michael W. Smith.

Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (hardcover: ISBN-0-8077-3567-1; paperback: ISBN-0-8077-3566-3).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Case Studies, Elementary School Students, Intermediate Grades, Junior High School Students, Junior High Schools, Middle Schools, *Reading Attitudes, *Reading Instruction, *Reading Motivation, *Reflective Teaching, Role Playing, *Teacher Influence, *Teaching Methods

Identifiers—Middle School Students, *Reflective Reading Thinking Activities

The stories and studies that make up this book pursue two intertwining paths of inquiry: (1) how highly engaged adolescent readers produce meaning; and (2) what can be done in the classroom to help reluctant readers perceive reading as a creative and personally meaningful pursuit. Chapter 1 looks at approaches to teaching reading and discusses an interactive model which can lead to a reading-centered classroom. Chapter 2 explores the role of reading in students' lives, focusing on three avid student readers and how the experiences of these students could help more reluctant readers. Chapter 3 looks at types of student reading activity, including literary letters, thinking aloud protocols, and symbolic story representation, and describes 10 different dimensions students used as they created, experienced, and responded to literary works. Chapter 4 explores using drama to promote reading and help less proficient readers; chapter 5 looks at the importance of visualization in reading. Chapter 6 stresses the need to expand concepts of reading, response, and literature. Appendices include: (1) "Questions and Activities for the Ten Dimensions of Reader Response"; and (2) "Revolving Role Drama Lesson Plans for 'The Incredible Journey.'" (Contains 110 references.) (ND)

ED 403 257

SP 037 117

Girard, Kathryn Koch, Susan J.

Conflict Resolution in the Schools: A Manual for Educators.

National Association for Mediation in Education, Amherst, MA.; National Inst. for Dispute Res-

olution, Washington, DC.

Report No.—ISBN-0-7879-0235-7

Pub Date—96

Note—187p.

Available from—Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94101.

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Anger, Class Activities, *Conflict Resolution, Curriculum Development, Elementary Secondary Education, Higher Education, Inservice Teacher Education, *Interpersonal Communication, Listening Skills, Preservice Teacher Education, *Problem Solving, Role Playing, Teaching Methods

Identifiers—*Consensus, *Mediation Techniques

Based on material developed by the National Institute for Dispute Resolution (NIDR), this practical resource guide shows principals, district administrators, counselors, and teacher educators how to diagnose conflicts, handle difficult confrontations, and implement appropriate mediation and problem-solving strategies. Extensive examples and exercises are used to illustrate listening and speaking skills, ways of managing the anger that accompanies conflict, techniques for building consensus, and development of conflict resolution curricula at the school and college levels. Specific modules cover: (1) the nature of conflict; (2) concepts and skills of conflict resolution; (3) alternative dispute resolution processes; and (4) applications for conflict resolution in education. Each module includes: learning outcomes, a background essay covering the basic concepts addressed in the module, and exercises aimed at building understanding and skills. Appendices provide: a glossary; guidelines for conducting role plays; role play examples; an exploration of the dynamics of power in conflict resolution; a list of recommended readings; and sample course outlines. (Contains 47 references.) (ND)

ED 403 258

SP 037 118

Seefeldt, Carol

Social Studies for the Preschool-Primary Child. Fourth Edition.

Report No.—ISBN-0-02-408451-4

Pub Date—93

Note—312p.

Available from—Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022.

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Class Activities, Concept Formation, Curriculum Development, *Early Childhood Education, *Economics, *Geography, Higher Education, *History, Interpersonal Competence, Learning Activities, Preservice Teacher Education, Resource Materials, *Social Studies, Student Attitudes, Teaching Methods, Thinking Skills

This publication was designed as a textbook for early childhood preservice teachers and as a resource for inservice teachers. Structured around the concepts considered key to the social science disciplines—the attitudes, values, and skills believed essential for citizens of a democratic society—it presents a multitude of ideas for introducing young children to social studies content. The book contains 11 chapters which are divided into 3 parts. Part One, "Planning for the Social Studies," includes three chapters: (1) "These Are the Social Studies"; (2) "Planning to Teach"; and (3) "Resources for Learning." Part Two, "The Social Sciences," includes six chapters: (4) "Teaching for Concept Formation"; (5) "History"; (6) "Geography"; (7) "Economics"; (8) "Current Topics"; and (9) "Cross-Cultural Education." Part Three, "Skills, Attitudes, and Values," contains two chapters: (10) "Developing Social Skills and Thinking Skills"; and (11) "Attitudes and Values." (Contains 33 references.) (ND)

ED 403 259

SP 037 119

Askins, Billy E. And Others

A Needs Assessment Instrument for Designing and Evaluating Site-Based Staff Development.

Pub Date—Dec 96

Note—41p.; Paper presented at the Annual Meeting of the National Staff Development Council (Vancouver, British Columbia, Canada, December 7-11, 1996). The appendices are printed on colored paper.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Beginning Teachers, Elementary Secondary Education, *Faculty Development, Models, *Needs Assessment, Program Development, *Self Efficacy, Teacher Aides, *Teacher Competencies, Teaching Methods, *Teaching Skills

Identifiers—*Lubbock Independent School District TX

A training needs assessment instrument was developed by a school district (Lubbock, Texas) with 59 campuses that each plan and provide site-based staff development. The instrument was designed to obtain information regarding self-perceptions of educators' efficiency level in various professional teaching competencies/skills, and their desire/need—or lack of same—for training in these areas. Sixty skills grouped into 9 domains were identified by a group of selected teachers and administrators. The skills were then incorporated into the instrument. The design of the instrument was based on the discrepancy needs model, using a two-column six-point Likert scale format. The identified skills are listed between the two columns (scales). The discrepancy between the two scale values, for a specific question or statement describing a skill or competency, is referred to as the needs index. The needs index for each statement or competency is determined by computing the difference between the means of the two columns and calculating a correlated t-test. The higher the needs index, the greater the discrepancy and need for training or other type of intervention. The instrument was administered to all teachers, administrators, and teacher-aides at each of the campuses in the spring so that building principals and staff development specialists could have the data for planning staff development activities for the next school year. Specific training needs were also identified for district wide first-year teachers and teacher aides. Appendices include the survey instrument and response forms, compilations of training needs, and summary analysis of assessment results. (Author)

ED 403 260

SP 037 120

Beekler, Jerry And Others

Together Again: Preparing Creative & Caring Teachers via a School-University Interdisciplinary Curriculum Project.

Pub Date—96

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Art Activities, *Art Expression, *College School Cooperation, *Cooperative Learning, Curriculum Development, Grade 8, Higher Education, *Integrated Curriculum, *Interdisciplinary Approach, Junior High Schools, Middle Schools, *Partnerships in Education, Preservice Teacher Education, Teacher Education Programs, Teaching Methods, Units of Study

Identifiers—Millersville University PA

This report summarizes and analyzes the impact of a collaborative project joining Conestoga Valley Middle School and Millersville University (Pennsylvania). The project, part of the Keystone Integrated Framework Project, promoted partnerships between local schools and teacher education programs in Pennsylvania. This project was a 7-week, role playing simulation that integrated history, civics, geography, English, science, music, and the arts based upon national, state, and local school district curriculum standards. Participants, 128 eighth-grade students working in problem-solving teams

of 10-12 students, confronted current societal problems in a simulated society. The teachers and student teachers acted as supervisors, university art students served as instructors in artistic method, and university microcomputer students documented the simulations. Each team researched a societal problem and proposed solutions; all team communication had to be done through the arts. The study findings revealed that the project's emphases on integrated curriculum strengthened the interdisciplinary nature of the middle school program, and led to creation of collaborative relationships with the university's art department. Two charts illustrate the steps to a positive university/school partnership and potential problems. The complete middle school interdisciplinary unit is included. (ND)

ED 403 261

SP 037 121

Cortes, Ernesto, Jr.

A Community of Stories: Involving Citizens in Education Reform. Partners in Learning Series.

American Association of Colleges for Teacher Education, Washington, D.C.

Report No.—ISBN-0-89333-147-3

Pub Date—96

Note—17p.

Available from—AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036-1186 (single copy, free to members; nonmembers, \$8).

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Community, *Community Involvement, Educational Change, Educational Environment, Elementary Education, *Parent Participation, *Partnerships in Education, Public Schools, *School Community Relationship, Student Responsibility, *Student School Relationship

Identifiers—Austin Independent School District TX

This paper discusses education reform and the need to involve communities in making significant changes to the educational system. The introductory section discusses schools as communities of learners. In such schools the community emerges from a collaborative relationship among parents, community institutions, and the school. Schools will be successful in a milieu where there is a vibrant understanding of responsibility, where there is an understanding by parents and community institutions that the children living in that community are their responsibility. The goal is to create communities of engagement and involvement. The second section, "Telling Stories," contrasts the Grand Inquisitor in "The Brothers Karamazov" with the leadership style of Moses in the biblical Book of Numbers concluding that the role of the organizer is to stir people into action around the things that are important to them. Section three, "Communities of Collaboration," is the story of the transformation of Zavala Elementary School in Austin (Texas) from the worst performing school in its district to one of the best through parental and community engagement. The concluding section, "Collaborations of Conversations," reviews the rules of engagement and the relational power that is part of collaboration and the judgment necessary to make successful compromises. (ND)

ED 403 262

SP 037 122

Wood, Deborah N. Schramm, Charlotte

Helping Teenagers Develop Criteria for Deciding When It Is Right To Have Sex.

Pub Date—Oct 96

Note—6p.: Paper presented at the Annual Meeting of the American School Health Association (St. Louis, MO, October 30-November 2, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Decision Making Skills, High School Students, High Schools, Problem Solving, Public Schools, *Sexuality, *Social Val-

ues, *Student Attitudes, Student Behavior, Surveys

Identifiers—California, *Sexual Attitudes, *Sexual Relationships

This paper reports on a study that examined teenagers' modes of reasoning regarding the onset of sexual activity. Study participants, 200 California public high school students (96 males, 104 females, mean age 15.41 years), responded to questions about sexual values and decision-making. Students reported an average of 17.06 years as the age they believed it was all right for them to have sex; male students reported slightly earlier ages than female students. Participants could list few objective criteria for deciding when it would be right to have sex, and listed an average of less than one condition for having sex. Males required having opportunity or desire for sex (28 percent), being ready for sex (12 percent), being in love (10 percent), or being married (10 percent). Females required being married (23 percent), being ready for sex (16 percent), being in love (16 percent), or being responsible (13 percent). Males reported 12.48 sexual partners as acceptable prior to marriage; females reported 6.33 partners. Analysis of the data suggested that teens in general relied on a narrow set of emotional, subjective criteria for deciding when it was acceptable to become sexually active. Also, while students wanted to be sexually active for about 8 years before becoming pregnant, few teens listed preconditions to sexual activity that would ensure such an outcome. (ND)

ED 403 263

SP 037 123

Evans, Shirley King, Comp.

Nutrition Education Materials and Audiovisuals for Grades 7 through 12. Special Reference Briefs Series.

National Agricultural Library, Beltsville, MD.

Report No.—ISSN-1052-536X; SRB-96-02

Pub Date—May 96

Note—62p.: For an earlier edition, see ED 381 512; for grades pre-school-6, see ED 381 511.

Available from—U.S. Department of Agriculture, Agricultural Research Service, National Agricultural Library, Beltsville, MD 20705-2351.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, *Audiovisual Aids, *Dietetics, *Educational Resources, Food Standards, *Foods Instruction, Instructional Materials, Lesson Plans, *Nutrition, Nutrition Instruction, Secondary Education

Identifiers—National Agricultural Library MD

This annotated bibliography lists nutrition education materials, audiovisuals, and resources for classroom use. Items listed cover topics such as general nutrition, food preparation, food science, and dietary management. Each item is listed in one or more of the following categories: (1) curriculum/lesson plans; (2) learning activities; (3) audiovisuals; and (4) resources for adults, including handbooks or textbooks. Teaching materials listed include: food models, games, kits videocassettes, and lesson plans. All items listed are available for loan from the National Agricultural Library; guidelines for requesting materials are included. (ND)

ED 403 264

SP 037 124

Skripak, Danielle Summerfield, Liane

HIV/AIDS Education in Teacher Preparation Programs. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-95-6

Pub Date—Dec 96

Contract—RR93002015

Note—4p.

Available from—ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Cir-

cle, Suite 610, Washington, DC 20036-1186.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, Education Courses, Elementary Secondary Education, *Health Education, *Health Promotion, Higher Education, *Knowledge Base for Teaching, *Preservice Teacher Education, Program Descriptions, Resource Materials, Teacher Educators

Identifiers—ERIC Digests, *Sexually Transmitted Diseases

Experts agree that prevention through education is the best way to fight the transmission of Human Immunodeficiency Virus (HIV), which causes Acquired Immune Deficiency (AIDS). However, the capacity of teachers to provide instruction about AIDS and other related health problems with knowledge and comfort may be limited by a lack of preservice education. This Digest highlights: (1) the extent of preservice HIV/AIDS education; (2) the need for comprehensive preservice HIV/AIDS education; (3) current efforts to include HIV/AIDS prevention education in preservice teacher education; and (4) HIV/AIDS resources for preservice teachers and teacher educators. The first section cites several studies that suggest a lack of HIV-specific training in preservice teacher education. Section two lists six factors related to HIV/AIDS that make preservice preparation critical. The third section provides examples of current efforts to incorporate HIV/AIDS prevention education into preservice teacher education programs. In addition to the resources for preservice teachers and teacher educators cited in the fourth section, information is provided on projects sponsored by the Centers for Disease Prevention and Control that are being conducted by the American Association for Health Education and the American Association of Colleges for Teacher Education. (Contains 14 references.) (LL)

ED 403 265

SP 037 125

Public School Personnel 1996-97 State Salary Schedule.

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date—96

Note—80p.

Available from—Publications, Room B75, Division of Communications and Information, Public Schools of North Carolina, 301 North Wilmington Street, Raleigh, NC 27601-2825 (\$6, plus 6% North Carolina sales tax, plus 20% shipping and handling).

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Administrators, Elementary Secondary Education, *Public Schools, *Salaries, *School Personnel, State Regulation, *Teachers

Identifiers—*North Carolina

This manual gives 1996-97 state salary levels as set by North Carolina for its public school employees. Definitions are given for each type of certified personnel, noncertified personnel, licensure class level, and for terms such as pay level, schedule, and school. Special provisions affecting salary are listed such as summer school and other teaching assignments, advanced degrees held, and salary adjustments for length of service. Specific salary amounts are listed for central office administrators, school-based administrators, teachers, and student support services, and for noncertified personnel. These tables show salary rates by length of service, schedule or pay level, and monthly salary with annual salary amounts. For noncertified personnel, salary ranges are provided. These noncertified personnel categories include child nutrition personnel, curriculum support staff, maintenance personnel, office support personnel, and transportation personnel. (JLS)

ED 403 266

SP 037 128

Irwin, Judith W.

Empowering Oneself and Transforming Schools: Educators Making a Difference.

Suny Series, Teacher Preparation and Development.

Report No.—ISBN-0-7914-3104-5

Pub Date—96

Note—347p.

Available from—State University of New York Press, State University Plaza, Albany, NY 12246 (paperback: ISBN-0-7914-3104-5; hardcover: ISBN-0-7914-3103-7).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Educational Change, Educational Practices, Elementary Secondary Education, Equal Education, Feminism, Feminist Criticism, *Student Empowerment, Student Motivation, Students, *Teacher Empowerment, Teachers, Teaching Methods

Identifiers—Reform Efforts

This text examines the forces that keep educators and students from feeling fully empowered, that is, gaining the power to self-actualize and to facilitate this process for others. A feminist perspective is used to consider directions for educational reform and innovation broadly under an umbrella philosophy of empowerment, suggesting a paradigm shift from the patriarchal model to one based on cooperation. The role of such a shift in changing the organization of schools and their classrooms is also suggested. The traditional system of domination is examined, specifically as teachers and students experience it. The role of education in creating an environment for empowerment and the special role of literacy and knowledge are discussed. Finally, the steps of self-empowerment, especially but not solely, for teachers are described. Self-evaluation exercises are included in each chapter. Five case studies illustrate, how individually and as members of collectives, teachers have become empowered and empowered others. Appendices include interview questions with a sample interview protocol and a description of a field research experience, "Pebbles Along the Path: On the Process of Becoming a Teacher-Researcher" (Cheryl S. Timion). (Contains 295 references.) (JLS)

ED 403 267

SP 037 129

Morgan, Norah Saxton, Julianna

Asking Better Questions: Models, Techniques and Classroom Activities for Engaging Students in Learning.

Report No.—ISBN-1-55138-045-5

Pub Date—94

Note—151p.

Available from—Pembroke Publishers, 538 Hood Road, Markham, Ontario L3R 3K9 Canada.

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Class Activities, *Classroom Communication, Cognitive Processes, *Concept Formation, Elementary Secondary Education, Foreign Countries, Lesson Plans, *Questioning Techniques, *Student Development, Teaching Methods

Identifiers—Canada

The intent of this book is to encourage teachers to examine how they question in order to generate richer classroom interaction. Part One sets out the reasons for the limited effectiveness of questions in present classroom practice, and examines the two structures which form the matrix of all educational processes: the structure for thinking and the structure for feeling. Part Two looks at a simple three-part classification of general functions for questions: those which tap into what is already known and which elicit a sense of responsibility toward the conduct of, and approach to, the work; those which build a context for shared understanding; and those which challenge students to think critically and creatively for themselves. Part Three looks at classroom discourse and the techniques which promote an environment for talk. Each section is illustrated with an example lesson and brief sample questions. Throughout the book, practical tips for modeling questions, suggested activities, and lesson plans that emphasize questioning strategies are provided. Appendixes provide: a chart and notes on the differences between social talk, classroom discourse, and

discussion; an example of a class exercise called "Quesscussion"; and an alternative question starter for elementary grades. (Contains 103 references.) (JLS)

ED 403 268

SP 037 130

Simmons, Joyce Nesker Pitman, Walter

Teachers: Models of Excellence in Today's Classroom.

Report No.—ISBN-1-55138-037-4

Pub Date—94

Note—111p.

Available from—Pembroke Publishers, 538 Hood Road, Markham, Ontario L3R 3K9 Canada.

Pub Type—Books (010) — Opinion Papers (120) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Awards, Elementary School Teachers, Elementary Secondary Education, Foreign Countries, *Instructional Effectiveness, Models, *Professional Recognition, Secondary School Teachers, *Teacher Characteristics, *Teacher Effectiveness

Identifiers—*Ontario, *Teacher of the Year

This book is a collection of profiles of top teachers in Ontario (Canada). The profiles were taken from a Toronto newspaper contest to nominate "Teacher of the Year": more than 10,000 submissions have been made since 1986. The Teacher of the Year Award was begun to reverse the current trend of low public and institutional esteem for teachers. The winners of this award came to be seen as representatives of excellence. This collection of testimonial narratives, which includes case studies and classroom vignettes, illustrates how teachers are models of excellence. (JLS)

ED 403 269

SP 037 131

Malmgren, Dallin

Is This for a Grade?

Report No.—ISBN-0-931722-98-5

Pub Date—94

Note—135p.

Available from—Corona Publishing Company, P.O. Drawer 12407, San Antonio, TX 78212 (\$9.95).

Pub Type—Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Classroom Communication, Classroom Techniques, *Educational Environment, English Instruction, High Schools, Personal Narratives, Secondary School Teachers, *Teacher Effectiveness, *Teacher Role, *Teacher Student Relationship, *Teaching Styles

This collection of essays on teaching is written from the perspective of a high school English teacher. The ideas for these essays are drawn from experiences, from debates in the faculty lounge, from confrontations with parents, and from crisis interventions with distraught students. Personal narratives and classroom vignettes are used to illustrate and describe the present teaching environment and indicate effective classroom management. Specific suggestions are provided on English instruction including the writing process and ways to encourage young authors. The varied roles of a teacher today, including mentor, fund-raiser, athletic coach, and classroom psychiatrist, are discussed and illustrated. (JLS)

TM

ED 403 270

TM 025 465

Sipe, Theresa Ann Curlette, William L.

A Meta-Meta-Analysis: Methodological Aspects of Meta-Analyses in Educational Achievement.

Pub Date—Apr 96

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research As-

sociation (New York, NY, April 8-12, 1996).

Pub Type—Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Effect Size, Elementary Secondary Education, Higher Education, Hypothesis Testing, Literature Reviews, *Meta Analysis, *Outcomes of Treatment, *Research Methodology, Sample Size

Identifiers—*Descriptive Research

Selected methodological characteristics of meta-analyses related to educational achievement are reviewed in an exploration of the practice of meta-analysis and the characteristics of meta-analyses related to educational achievement, as well as possible relationships among background, methodological and substantive characteristics, and effect sizes. A literature search identified 1,197 documents, of which 694 were retrieved as pertinent. Using only meta-analyses published after 1984, 103 published meta-analyses were selected as having met study criteria. The most frequent type of meta-analysis was that of treatment effectiveness. Hypothesis and theory testing did not appear as frequently as descriptive research. Many primary research articles did not include sample size, precluding the computation of effect size. Many details of the search procedures in meta-analyses were not included, and fewer than 40% of the authors reported some kind of homogeneity of effect size testing. Overall, results suggest that researchers are not exploiting the full capabilities of meta-analytic techniques. Appendix A lists meta-analyses included in the study, and Appendix B lists those specifically excluded. (Contains 6 tables, 10 figures, and 38 references.) (SLD)

ED 403 271

TM 025 941

The Fact Book 1995-96. A Statistical Handbook.

Maryland State Dept. of Education, Baltimore.

Pub Date—96

Note—63p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Attendance, Correctional Education, Dropouts, *Educational Finance, *Elementary Secondary Education, *Enrollment, Expenditures, High School Graduates, Income, Language Minorities, *Minority Groups, Participation, Private Schools, Public Schools, School Personnel, Special Education, State Aid, *Student Characteristics, Tables (Data), Teacher Salaries, Vocational Education

Identifiers—Fact Sheets, *Maryland

This brochure presents facts about public and private schools in Maryland. The average daily membership in the state in school year 1994-95 was 784,569.4 students. Statistics are presented on fall public and private school enrollment, the number of schools, and the number of staff employed. Other tables describe student characteristics such as race, language minority status, and economic status as indicated by participation in food service programs. Numbers of dropouts and graduates are detailed, and information is given about educational finance, such as per pupil costs and major state aid programs. Participation figures are provided for special programs, such as special education, adult education, vocational education, and correctional education. Some statistics about other services, such as school media centers, are included. Maryland ranks thirteenth among the states in current expenditures per student in both average daily attendance and per pupil in fall enrollment, but is sixth in per capita personal income. Public school teacher salaries in Maryland rank twelfth in the country. (Contains 33 tables, 4 graphs, and 2 maps.) (SLD)

ED 403 272

TM 025 942

McLean, James E. Lockwood, Robert E.

Why We Assess Students—And How. The Competing Measures of Student Performance. The Practicing Administrator's Leadership Series.

Report No.—ISBN-0-8039-6335-1

Pub Date—96

Note—73p.

Available from—Corwin Press, Inc., A Sage Publications Company, 2455 Teller Road, Thousand Oaks, CA 91320.

Pub Type—Books (010) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Criterion Referenced Tests, *Educational Assessment, Educational Change, Educational Improvement, Elementary Secondary Education, *Norm Referenced Tests, *Performance Based Assessment, Student Placement, Test Construction, Test Interpretation, *Test Use

Identifiers—*Alternative Assessment

This book addresses the roles assessments play in education and provides detailed descriptions of the common assessment types, norm-referenced and criterion-referenced tests, and alternative assessments. Chapter 1 discusses the current arguments for and against the various methods of assessment, the quality requirements for test instruments, and the need to pay attention to equity and bias issues. Chapter 2 addresses the development, administration, uses, and interpretation of norm-referenced testing and its strengths and weaknesses. Chapters 3 and 4 provide similar discussions of criterion-referenced testing and alternative or authentic testing approaches. Chapter 5 demonstrates an ideal assessment system and how to develop one for any school system. If assessment is to be a positive force in education, it must be implemented properly and used to improve education, rather than merely to sort students. An annotated bibliography contains 12 references. (SLD)

ED 403 273

TM 025 944

Friedman-Erickson, Sharon

To Change or Not To Change: The Multiple Choice Dilemma.

Pub Date—Jun 94

Note—10p.; Paper presented at the Annual Institute of the American Psychological Society on the Teaching of Psychology (Washington, DC, June 1994).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Guessing (Tests), *Multiple Choice Tests, *Responses, *Test Items, Test Wisdom, Testing Problems, *Two Year College Students, Two Year Colleges

Identifiers—*Answer Changing (Tests), Choice Behavior

Study skills books sometimes give conflicting advice concerning whether or not students should change their initial responses to multiple-choice questions about which they are unsure. In contrast, answer-changing research consistently shows that the majority of answer changes are from wrong to right. Responses of 244 community college students to 38,800 multiple-choice items were examined to determine the percentage of responses changed from wrong to right, right to wrong, and wrong to wrong. Results show that more responses were changed from wrong to right than from right to wrong or from wrong to wrong. For the 3 courses studied, 56% of changes were from wrong to right, with 24% from right to wrong, and 20% from wrong to another wrong answer. Change percentages were rather consistent among the three courses. (Contains one table and seven references.) (SLD)

ED 403 274

TM 025 948

Grandy, Jerilee

Talent Flow from Undergraduate to Graduate School: 1982-1993.

Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.

ton, N.J.

Report No.—ETS-RR-95-36; GRE-PR-92-02P

Pub Date—Dec 95

Note—147p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Career Choice, *Databases, Degrees (Academic), Employment Patterns, Ethnic Groups, *Graduate Students, Graduate Study, Higher Education, Intellectual Disciplines, Majors (Students), Sex Differences, Specialization, *Talent, Test Construction, Test Validity, *Undergraduate Students

Identifiers—*Graduate Record Examinations

This report describes the early development, recent revision, and some uses of a special Graduate Record Examinations (GRE) database for studying talent flow between undergraduate and graduate school. It discusses the following: (1) development and expansion of a talent flow database containing all variables from the GRE General Test files on all examinees between 1982 and 1993; (2) availability of the database to other researchers; (3) analyses of the database to highlight talent flow patterns; (4) designs of graphic displays that are useful to illustrate talent flow; and (5) suggestions for future uses of the database, including a new approach to studying test validity. This report contains summary statistics for all broad fields of study for each gender and for all ethnic groups and includes trends in the numbers and percentages of examinees planning graduate study in each area and the academic qualities of those examinees. Talent flow analyses indicated that the fields with the greatest holding power appear to coincide with the fields having the fewest examinees seeking a doctorate. This observation suggests that at a time of limited employment opportunities for Ph.D.s, students are attracted to fields that require only a master's degree and gravitate toward those fields for graduate study. Seven appendixes contain major field codes and categories, definitions, the dataset layout, and sample talent flow tables. (Contains 26 figures, 44 appendix tables, and 19 references.) (SLD)

ED 403 275

TM 025 949

Powers, Donald E. Potenza, Maria T.

Comparability of Testing Using Laptop and Desktop Computers.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-96-15

Pub Date—Apr 96

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Students, Comparative Analysis, *Computer Assisted Testing, Higher Education, Mathematics Tests, *Microcomputers, *Test Construction, Test Results, *Testing Problems, Verbal Tests, Writing Tests

Identifiers—*Graduate Record Examinations, *Laptop Computers

The degree to which laptop and standard-size desktop computers are likely to produce comparable test results for the Graduate Record Examination (GRE) General Test was studied. Verbal, quantitative, and writing sections of a retired version of the GRE were used, since it was expected that performance on reading passages or mathematics items might be affected by monitor size and the additional scrolling needed for a laptop. Subjects were 201 paid volunteer graduate students and upper-level undergraduates on 9 university campuses, all of whom had at least minimal typing skills. Usable data were available for 200 subjects on the verbal and quantitative tests and 199 on the writing portion. All subjects participated with both types of computer. Analyses of test scores indicate that only performance on the essay section was affected by the type of computer used, and only for the first of two essays. The reason for the interaction of mode with order of testing was not evident, although fatigue may have modified the results of the second essay, which was written after earlier testing. The laptop model used in this study appears likely to yield results that are comparable to those obtained with a standard desktop model. (Contains seven tables and two references.) (SLD)

ED 403 276

TM 025 950

Roberts, James S. Laughlin, James E.

The Graded Unfolding Model: A Unidimensional Item Response Model for Unfolding Graded Responses.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-96-16

Pub Date—Apr 96

Note—85p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Attitude Measures, Estimation (Mathematics), *Item Response Theory, *Mathematical Models, *Maximum Likelihood Statistics, Psychometrics, Simulation, Student Attitudes, *Test Items

Identifiers—Binary Data Analysis, *Graded Response Model, *Unfolding Technique

Binary or graded disagree-agree responses to attitude items are often collected for the purpose of attitude measurement. Although such data are sometimes analyzed with cumulative measurement models, recent investigations suggest that unfolding models are more appropriate (J. S. Roberts, 1995; W. H. Van Schuur and H. A. L. Kiers, 1994). Advances in item response theory (IRT) have led to the development of several parametric unfolding models for binary data (D. Andrich, 1988; Andrich and G. Luo, 1993; H. Hoijtink, 1991), but IRT models for unfolding graded responses have not been addressed in the psychometric literature. A parametric IRT model for unfolding either binary or graded responses was developed in this study. The model, called the graded unfolding model (GUM) is a generalization of the hyperbolic cosine model for binary data of Andrich and Luo (1993). A joint maximum likelihood procedure was implemented to estimate GUM parameters, and a subsequent recovery simulation showed that reasonably accurate estimates could be obtained with minimal data demands (e.g. as few as 100 subjects and 15 to 206-category items). The applicability of the GUM to common attitude testing situations was illustrated with real data on student attitudes toward capital punishment. Appendixes discuss developing initial parameter values and the illustrative example. (Contains 1 table, 15 figures, 6 appendix figures, and 42 references.) (Author/SLD)

ED 403 277

TM 025 951

Messick, Samuel

Validity and Washback in Language Testing.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-96-17

Pub Date—May 96

Note—21p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Applied Linguistics, *Construct Validity, Criteria, *Language Tests, Scores, *Simulation, Test Construction, Test Interpretation, Test Use, *Test Validity

Identifiers—Authentic Assessment, *Authenticity, Direct Assessment, *Teaching to the Test, Testing Effects

The concept of "washback," especially prominent in the field of applied linguistics, refers to the extent to which a test influences teachers and learners to do things they would not otherwise necessarily do. Some writers invoke the notion of washback validity, holding that a test's validity should be gauged by the degree to which it has a positive influence on teaching. The complexity and uncontrolled variables of washback make it unsuitable for establishing test validity, but one can turn to the test properties likely to produce washback—authenticity and directness—and explore what they might mean in validity terms. The terms "authentic" and "direct" are most often used in connection with assessments involving realistic simulations or criterion samples. Purportedly authentic and direct performance assessments may not yield positive washback because the ideal forms of authenticity and directness rarely, if ever, exist. Construct underrepresentation and construct-irrelevant variance are present to varying degrees. To facilitate positive washback, an assessment must strive to avoid these two pitfalls. A comprehensive exploration of construct validity and its six distinguishable

aspects (content, substantive, structural, generalizability, external, and consequential aspects) demonstrates that validity can be seen as a unified concept with the unifying force being the meaningfulness or interpretability of the test scores and action implications. The principles of unified validity provide a framework for evaluating all educational and psychological measurement, including washback. (Contains 29 references.) (SLD)

ED 403 278

TM 025 953

Wesley, Scott

Job Analysis of the Knowledge Important for Newly Licensed Biology Teachers.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-96-19

Pub Date—May 96

Note—119p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrators, *Beginning Teachers, *Biology, College Faculty, Criteria, Higher Education, Job Analysis, *Knowledge Base for Teaching, *Licensing Examinations (Professions), National Surveys, Research Methodology, Secondary Education, Secondary School Teachers, *Teacher Certification, Teacher Education, Teacher Evaluation, *Test Construction

Identifiers—Educational Testing Service, Experts, *Praxis Series, Subject Content Knowledge, Test Specifications

A job analysis was conducted to define the content domain in which newly licensed (certified) biology teachers must be knowledgeable in order to perform their jobs competently. Results of the job analysis will be used to develop test specifications for the Subject Assessment in Biology of the Praxis Series: Professional Assessments for Beginning Teachers. A draft domain of 11 content areas and 128 knowledge statements was constructed by test development staff at the Educational Testing Service. This domain was reviewed by 9 subject matter experts, who approved a revised domain of 179 statements in 10 content areas. This revised domain was then reviewed by an advisory panel of 8 biology subject matter experts who made numerous changes to arrive at a final inventory of 189 knowledge statements in 10 categories. This version was subjected to verification/refutation through a national survey of 540 teachers, 227 college faculty, and 88 school administrators (855 biology professionals). Survey participants rated the statements in terms of their importance for newly licensed teachers and indicated the level of understanding needed by the new teacher in each knowledge area. Importance ratings were computed, and correlations of the profiles of these mean importance ratings were computed across both groups of education professionals and among subgroups of respondents. These 2 analyses identified 29 statements that did not meet the inclusion criteria and 160 statements that should be used as the foundation for the test specifications. Seven appendices provide additional information about study methodology and present the importance ratings by category and subgroup. (Contains 5 tables, 4 appendix tables, and 17 references.) (SLD)

ED 403 279

TM 025 964

Ohio Proficiency Tests for Grade 12. Fact Sheets. Twelfth-Grade Writing.

Ohio State Dept. of Education, Columbus.

Pub Date—[93]

Note—9p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, *Grade 12, *Graduation Requirements, High School Students, High Schools, Holistic Evaluation, Outcomes of Education, Scoring, State Programs, Testing Programs, Writing Evaluation, *Writing Skills, *Writing Tests

Identifiers—Fact Sheets, *Ohio Twelfth Grade Proficiency Test, Writing Prompts

Beginning in February 1994, twelfth-grade students who have passed the Ohio Ninth-grade Proficiency Tests in all areas will take the Twelfth-grade Proficiency Tests in writing, reading, mathematics,

and citizenship. This fact sheet describes the Twelfth-grade Proficiency Test in writing, which is designed to measure a twelfth-grade level of literacy as defined by 18 learning outcomes developed by Ohio educators and adopted by the State Board of Education in 1988. For instructional purposes, the 18 outcomes can be clustered into content, organization, language, and writing conventions. As writing samples are scored, a careful balance of these four categories is sought, while holistic scoring emphasizes the importance of the overall impression of the writing. The writing component of the Twelfth-grade Proficiency Tests consists of two writing prompts to which students respond with original samples of writing. The selection of the types of writing differs from year to year. The scoring rubric is a 6-point numerical scale on which numbers represent different levels of writing proficiency based on the 18 learning outcomes. Readers are employed by an independent testing company contracted by the state of Ohio, and they rely on rangefinder papers selected by state educators. Students are encouraged to prewrite and to edit drafts as they respond to the two prompts. (SLD)

ED 403 280

TM 025 966

Ohio Proficiency Tests for Grade 12. Fact Sheets. Twelfth-Grade Mathematics.

Ohio State Dept. of Education, Columbus.

Pub Date—[93]

Note—11p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Algebra, Arithmetic, Data Analysis, Geometry, *Grade 12, High School Students, High Schools, Mathematics Achievement, *Mathematics Tests, Multiple Choice Tests, Outcomes of Education, *Problem Solving, State Programs, Testing Programs

Identifiers—Fact Sheets, *Ohio Twelfth Grade Proficiency Test

Beginning in February 1994, twelfth-grade students who have passed the Ohio Ninth-grade Proficiency Tests in all areas will take the Twelfth-grade Proficiency Tests in writing, reading, mathematics, and citizenship. This fact sheet describes the Twelfth-grade Proficiency Test in mathematics, which is designed to measure a twelfth-grade level of mathematics literacy as defined by 19 learning outcomes developed by Ohio educators and adopted by the Board of Education in 1988. This fact sheet describes the mathematics test, which consists of 50 multiple-choice questions, divided among the 5 categories (strands) of arithmetic, measurement, data analysis, algebra and functions, and geometry. Each question has four answers. Students are permitted, but not required, to use a calculator in taking this test, although it is designed to be calculator neutral. The three types of questions students will encounter are those relating to knowledge and skills, conceptual understanding, and application and problem solving. Most students will be able to complete the test in 75 minutes; 2.5 hours are allowed. (SLD)

ED 403 281

TM 025 967

Ohio Proficiency Tests for Grade 12. Fact Sheets. Twelfth-Grade Citizenship.

Ohio State Dept. of Education, Columbus.

Pub Date—[93]

Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, *Citizenship, Citizenship Responsibility, *Critical Thinking, Economics, *Governmental Structure, *Grade 12, *High School Students, High Schools, Knowledge Level, Multiple Choice Tests, Outcomes of Education, State Programs, Testing Programs

Identifiers—Fact Sheets, *Ohio Twelfth Grade Proficiency Test, United States Constitution

Beginning in February 1994, twelfth-grade students who have passed the Ohio Ninth-grade Proficiency Tests in all areas will take the Twelfth-grade Proficiency Tests in writing, reading, mathematics, and citizenship. This fact sheet describes the Twelfth-grade Proficiency Test in citizenship. The test is designed to measure a twelfth-grade level of

citizenship knowledge as defined by 20 learning outcomes developed by Ohio educators and adopted by the State Board of Education in 1988. The citizenship test has 50 multiple-choice questions, which are grouped into a reading selection and a graphic selection, each followed by questions; and questions that can be answered without reference to a passage or graphic. The 20 learning outcomes reflect proficiencies students should have as a result of their high school work, and are grouped into the following areas: (1) the U.S. Constitution; (2) the political process; (3) civic responsibility; (4) economics; (5) geography; (6) comparative societies; and (7) critical analysis. The content covered by each of these categories is outlined in the fact sheet. Students will have a maximum of 2.5 hours to complete the test, but most are expected to finish in 75 minutes. (SLD)

ED 403 282

TM 025 968

The ERIC Clearinghouse on Assessment and Evaluation, 1995 Annual Report.

ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—95

Contract—RR93002002

Note—31p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annual Reports, *Clearinghouses, *Databases, Educational Assessment, *Educational Research, *Information Dissemination, Internet, *Networks, Partnerships in Education, *Testing, User Needs (Information)

Identifiers—*ERIC Clearinghouse on Assessment and Evaluation

The Clearinghouse on Assessment and Evaluation of the Educational Resources Information Center (ERIC) is one of the 16 subject-oriented clearinghouses operated by the U.S. Department of Education, Office of Educational Research and Improvement. In its early years, ERIC was primarily an archive of education literature, but it has evolved into a more powerful and useful resource. This annual report details the 1995 activities of the Clearinghouse on Assessment and Evaluation (ERIC/AE). In 1995, the Clearinghouse emphasized network building through partnerships with other organizations to aid in the distribution of information and materials and to teach about ERIC, ERIC/AE, and the Internet. A key partner has been the Adjunct Test Collection Clearinghouse of the Educational Testing Service, which provides resumes of test descriptions in conjunction with ERIC/AE and the Burros Institute. In 1995, the Clearinghouse received more than 236,000 requests for information, distributed more than 85,000 ERIC digests, and more than 145,000 other full-text resources. ERIC/AE was also active in database building in 1995, submitting 812 documents for inclusion in the database component "Resources in Education" and 880 for the "Current Index to Journals in Education." ERIC/AE produced 11 Digests in 1995, and undertook 2 initiatives that focused on user outreach. In addition, ERIC/AE was quite active in the ERIC system and the AskERIC service. (SLD)

ED 403 283

TM 025 969

Sixth-grade Proficiency Tests: Information Guide.

Ohio State Dept. of Education, Columbus.

Pub Date—Aug 95

Note—74p.; For related documents, see TM 025 970-971.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, *Citizenship, Competence, Cultural Awareness, Elementary School Students, *Grade 6, Holistic Evaluation, Intermediate Grades, Multiple Choice Tests, Outcomes of Education, *Reading Tests, *Science Tests, Scoring, State Programs, Test Bias, Test Con-

test, Test Items, Test Use, Testing Programs, *Writing Tests

Identifiers—*Ohio Sixth Grade Proficiency Test

The Ohio Sixth-grade Proficiency Tests are designed to measure a sixth-grade level of literacy and basic competence. Beginning in March 1996, Ohio sixth graders will take proficiency tests in writing, reading, mathematics, citizenship, and science. Both teachers and administrators have been involved in the test development process, establishing learning outcomes for each subject area using the state-adopted model courses of study. Test items are reviewed for bias and cultural sensitivity, as well as their alignment with the curriculum. Each multiple-choice item has four response choices. Students will be given 2.5 hours to complete each test, although it is expected that most students will be finished in 75 minutes. The writing test, which is defined by eight learning outcomes, will consist of a topic or stimulus that will direct two writing exercises. Writing exercises will be holistically scored on a four-point scale. The reading test, defined by 18 learning outcomes, will contain multiple-choice, short-answer, and extended response items that relate to reading passages based on fiction, poetry, and nonfiction. Twenty-four learning outcomes define the mathematics test, which will contain 34 multiple-choice, 10 short-answer, and 2 extended response items. The same item format is used in the citizenship test, based on 22 learning outcomes, and the science test, based on 17 learning outcomes. A description of test content is given for each of the tests. Five sources of further information on the proficiency test are listed. (Contains seven tables and two reading diagrams.) (SLD)

ED 403 284 TM 025 970

Ohio Proficiency Tests for Grade 6. Practice Test Booklet. Writing, Reading, Mathematics, Citizenship, Science.

Ohio State Dept. of Education, Columbus.

Pub Date—95

Note—66p.; For related document, see the "Practice Test Manual," TM 025 971; for information guide, see TM 025 969.

Pub Type—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, Citizenship, Elementary School Students, *Grade 6, Intermediate Grades, *Mathematics Tests, Multiple Choice Tests, *Reading Tests, *Science Tests, State Programs, Test Items, Testing Programs, *Writing Tests

Identifiers—*Ohio Sixth Grade Proficiency Test, Practice Tests, Sample Materials

This booklet contains the practice tests for the Sixth-grade Ohio Proficiency Tests. Student work on these practice tests helps the teacher evaluate how well the student understands the subjects of writing, reading, mathematics, citizenship, and science. The writing test consists of two writing tasks based on one stimulus passage, and the reading, mathematics, citizenship, and science tests contain multiple-choice, short-answer, and extended-response test items. The introduction presents sample questions for these item types. The booklet then presents brief practice tests with directions and illustrations containing: (1) 2 writing exercises; (2) 18 reading questions; (3) 23 mathematics questions; (4) 23 citizenship questions; and (5) 23 science questions. (SLD)

ED 403 285 TM 025 971

Ohio Proficiency Tests for Grade 6. Practice Test Manual. Writing, Reading, Mathematics, Citizenship, Science.

Ohio State Dept. of Education, Columbus.

Pub Date—95

Note—34p.; For Practice Test Booklet, see TM 025 970; for information guide, see TM 025 969.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Achievement Tests, *Citizenship, Elementary School Students, Elementary School Teachers, *Grade 6, Intermediate Grades, *Mathematics Tests, *Reading Tests, *Science Tests, Scoring, State

Programs, Test Items, Testing Programs, *Writing Tests

Identifiers—*Ohio Sixth Grade Proficiency Test, Practice Tests

This manual contains directions for the teacher and oral directions to be read to students taking the practice tests of the Ohio Proficiency Tests for grade 6. Directions are ordered in the sequence of the sections in the Practice Test booklet (writing, reading, mathematics, citizenship, and science), and they are similar, but not identical, to the directions for the actual proficiency tests. Directions for preparing for the practice test session and administering the test sections are given in the first eight sections of this manual. The practice test consists of 2 writing exercises, 18 reading questions, 23 mathematics questions, 23 citizenship questions, and 23 science questions. Section 9 of this manual contains the answer key for the multiple-choice items and the scoring guidelines for the short-answer and extended-response questions. Section 10 lists the practice test items by the learning outcomes defined by the State Board of Education, and Section 11 contains the rubric for scoring writing. (SLD)

ED 403 286 TM 025 998

Harwell, Michael Lim, Brenda

Evaluating the Consistency and Validity Properties of Reading Difficulty Formulas for Statistics Tests Used in Education.

Pub Date—Apr 96

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Difficulty Level, Education Majors, Graduate Students, Graduate Study, Higher Education, Readability, *Readability Formulas, Social Sciences, *Statistics, *Teacher Education, Textbook Evaluation, *Textbooks

The learning difficulties described by students in statistics courses continue to engage researchers from several disciplines. One source of difficulty for graduate students in educational statistics courses is the reading difficulty of the textbook. Instructors making decisions about a textbook typically have little information about the reading difficulty of the text. Although reading difficulty is almost always assessed using a reading difficulty formula, such formulas have not been evaluated for use with graduate students majoring in the social sciences. An evaluation study examined the extent to which five reading difficulty formulas often used with populations in kindergarten through grade 12 consistently and validly differentiate among introductory statistics texts used in a school or college of education. The 5 formulas were applied to 10 textbooks commonly used in introductory statistics classes. The agreement among these formulas in rank ordering texts appears to be moderate at best. Preliminary findings suggest that these formulas are of only modest utility in assessing the reading difficulty of statistics texts, and that the development of new formulas is indicated. (Contains 5 figures, 4 tables, and 32 references.) (SLD)

ED 403 287 TM 026 002

Sage, Rosemary

What Is Missing in the Debate on Educational Standards?

Pub Date—96

Note—14p.

Pub Type—Reports - Evaluative (142)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Children, Foreign Countries, Interaction, *Intervention, *Listening Skills, *Literacy, *Narration, Parent Attitudes, Speech Communication, *Standards, Teaching Methods

Identifiers—Discourse, Great Britain, *Oracy

In considering academic success, equal emphasis should be given to oracy and literacy competencies. The view that oracy is achieved naturally while literacy requires taught methods needs to be revised, since both areas demand a framework to support their mutual development. The giving and

receiving of spoken information is an area that has been largely forgotten in debates over educational standards. A research project in British schools explored the functions of communication in learning, the shift from oracy to literacy, the effectiveness of individual and interactive management in oracy and literacy education, and the attitudes of parents toward teaching that emphasizes the development of narrative processes in normal learning contexts. In a study of individual and interactive management, 15 children aged 4 to 8 years with communication difficulties and inadequate educational attainment received a linguistic intervention program designed to enhance narrative discourse (Communication Opportunity Group Scheme), and 15 matched children did not. Results after a year demonstrate superior language and academic performance for the intervention group. These results support the use of an oracy-literacy approach based on the development of narrative processes in real life situations. A planned approach to oral and literate language is required if higher educational standards are to be achieved. (Contains 10 references.) (SLD)

ED 403 288 TM 026 007

Seagle, Donna L. Rust, James O.

Concurrent Validity of K-BIT Using the WISC-III as the Criterion.

Pub Date—Apr 96

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academically Gifted, Children, Correlation, Criteria, Evaluation Methods, Intelligence, *Intelligence Tests, Learning Disabilities, *Prediction, *Screening Tests, *Test Use

Identifiers—*Kaufman Brief Intelligence Test, *Wechsler Intelligence Scale for Children III

The Kaufman Brief Intelligence Test (K-BIT) was used as a screening instrument to predict Wechsler Intelligence Scale for Children-Third Edition (WISC-III) scores of 94 students referred for psychoeducational evaluations. Although the correlation coefficient between the K-BIT IQ Composite and the WISC-III Full Scale IQ was 0.771 for the entire sample, the correlation coefficients and effectiveness of the K-BIT as a screening instrument were found to differ depending on the population. For a potentially learning disabled sample, the K-BIT Composite IQ correlated with the WISC-III Full Scale IQ at 0.51. For a potentially intellectually gifted sample, the K-BIT correlated with the WISC-III at 0.34. The mean K-BIT Composite IQ for the entire referred population was found to be 6.926 points less than the average WISC-III IQ. These findings do not support the use of K-BIT as a screening instrument when the WISC-III is used as the criterion measure of intellectual ability. (Contains six tables.) (Author/SLD)

ED 403 289 TM 026 008

Hambleton, Ronald K.

Setting Standards on Performance Assessments: Promising New Methods and Technical Issues.

Pub Date—Aug 95

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 1995).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, Cutting Scores, Holistic Evaluation, *Licensing Examinations (Professions), *Pass Fail Grading, *Performance Based Assessment, Profiles, Scores, Simulation, Standards, Statistical Distributions, *Test Construction, Test Length

Identifiers—Angoff Methods, Compensatory Models, *Conjunctive Item Response Functions, Contrasting Groups Method, Policy Capturing Method, *Standard Setting

Performance assessments in education and credentialing are becoming popular. At the same time, there do not exist any well established and validated methods for setting standards on performance assessments. This paper describes several of the

new standard-setting methods that are emerging for use with performance assessments and considers their strengths and weaknesses. Methods described that are being applied to performance assessments are: (1) contrasting groups; (2) extended Angoff; (3) estimated mean, expected score distribution; (4) paper selection; (5) holistic or booklet; (6) dominant profile; and (7) policy capturing. A special problem is that of compensatory versus conjunctive standard setting. A compensatory standard is one in which any candidate who achieves a defined total score will pass. In conjunctive standard setting, raters set a conjunctive standard by stressing the most important parts of the assessment or making performance on a given item decisive rather than relying on overall score. A simulation study that compared the reliability and validity of these two approaches found surprising results for the conjunctive standard that suggest that increasing numbers of candidates will fail as the assessment length increases, and validity will actually decline. More research is needed to find better ways to set standards on performance assessments, although substantial evidence shows that defensible standards can be set for achievement and credentialing performance examinations. (Contains 4 figures and 12 references.) (SLD)

ED 403 290 TM 026 010

Obringer, S. John. Obringer, Marsha S.

Gender Differences in Intellectual Profiles of Gifted Male and Female Elementary Students.

Pub Date—Nov 95

Note—9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 9-11, 1995).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, Chi Square, Children, Elementary Education, *Elementary School Students, Females, *Intelligence, Intelligence Quotient, Intelligence Tests, Males, Profiles, *Sex Differences, *Test Use

Identifiers—Mississippi, *Wechsler Intelligence Scale for Children (Revised)

How boys and girls qualify for programs for gifted students using the Wechsler scales of intelligence was studied. The scores that most often qualify them and differences among those scores were studied. The Wechsler Intelligence Scale for Children-Revised (WISC-R) was used with a random sample of 120 children (60 girls and 60 boys) chosen from students tested for the gifted program of a Mississippi school district. The verbal, performance, and full-scale intelligence quotient scores were recorded for each student. A chi square statistic was used to compare boys and girls as to whether they were admitted to the gifted program based on these three IQ scores, and then to determine whether significant differences in numbers in each of the IQ ranges existed based on gender. No significant differences in verbal, performance, or full-scale IQ were found between boys and girls, and scores were exceedingly close for all three scales, with the greatest difference being that boys were 3.30 points higher than girls in full-scale IQ. A non-significant finding was that a disproportionate number of boys scored 130 or above on the IQ tests. Data indicate that there are only small differences between the IQ scores of boys and girls evaluated for entrance into gifted education programs and support the assumption that intelligence is equally distributed between the sexes. (Contains three tables and eight references.) (SLD)

ED 403 291 TM 026 011

Workers' Web, Grade 3 Social Studies, Language Usage, Maryland School Performance Assessment Program (MSPAP): Resource Library, Public Release Task.

Maryland State Dept. of Education, Baltimore. Div. of Planning, Results and Information Management.

Pub Date—Jul 94

Note—16p.; A highly selective public release of

certain pages.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Organizations, Criterion Referenced Tests, *Critical Thinking, Grade 3, Grouping (Instructional Purposes), *Language Usage, Networks, *Performance Based Assessment, Primary Education, Problem Solving, *Social Studies, State Programs, Testing Programs, Thinking Skills

Identifiers—*Maryland School Performance Assessment Program

One component of the Maryland School Performance Assessment Program (MSPAP) is the state's performance-based assessments, criterion-referenced tests that require students to apply what they know and can do to solve problems and display other higher-order thinking skills. This document helps parents, teachers, students, and other citizens understand the tasks of the MSPAP by presenting information and materials related to the Social Studies Language Usage MSPAP task. Actual operational test materials are presented. The first is the "Student Response Book," which contains questions and other directions to students, with space for students to enter their responses. "Workers' Web" is the third-grade activity topic presented. Each student chooses a community worker from a list, and then prepares a web that shows how the worker relates to other community workers. Students explain their webs in writing in the response book and orally to members of their group. The "Examiner's Manual" is included to demonstrate the directions the teacher gives the groups. Because of the complexity of the tasks, the State Department of Education distributes these selected task materials at the request of citizens only in conjunction with a brief guided presentation by an educator. (SLD)

ED 403 292 TM 026 012

Planetary Patterns, Grade 8 Science, Language Usage, Maryland School Performance Assessment Program (MSPAP): Resource Library, Public Release Task.

Maryland State Dept. of Education, Baltimore. Div. of Planning, Results and Information Management.

Pub Date—Jul 94

Note—20p.; A highly selective public release of certain pages.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Criterion Referenced Tests, *Critical Thinking, Grade 8, Grouping (Instructional Purposes), Junior High Schools, *Language Usage, Networks, *Performance Based Assessment, Problem Solving, *Science Tests, Space Exploration, State Programs, Testing Programs, *Thinking Skills

Identifiers—*Maryland School Performance Assessment Program, *Planets

One component of the Maryland School Performance Assessment Program (MSPAP) is the state's performance-based assessments, criterion-referenced tests that require students to apply what they know and can do to solve problems and display other higher-order thinking skills. This document helps parents, teachers, students, and other citizens understand the tasks of the MSPAP. "Planetary Patterns," the eighth-grade science language usage task is presented. The "Student Response Book" is an actual operational test material that contains questions and other directions and gives space for students to enter their responses. In this task, students respond to hypothetical data sent back by a space probe about a new solar system and apply this information to written descriptions of the new system and planetary motion. The task manipulative, a set of orbit data logs, is attached, and the "Examiner's Manual" presents the directions teachers give students as they prepare for the task. Because of the complexity of the tasks, the State Department of Education distributes these selected task materials only in conjunction with a brief presentation by an educator. (SLD)

ED 403 293 TM 026 014

Soil Investigations, Grade 3 Science, Maryland School Performance Assessment Program (MSPAP): Resource Library, Public Release Task.

Maryland State Dept. of Education, Baltimore. Div. of Planning, Results and Information Management.

Pub Date—Jul 94

Note—18p.; A highly selective public release of certain pages.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Criterion Referenced Tests, *Critical Thinking, Grade 3, Grouping (Instructional Purposes), *Performance Based Assessment, Primary Education, Problem Solving, *Science Tests, *Soil Science, State Programs, Testing Programs, *Thinking Skills

Identifiers—*Maryland School Performance Assessment Program

One component of the Maryland School Performance Assessment Program (MSPAP) is the state's performance-based assessments, criterion-referenced tests that require students to apply what they know and can do to solve problems and display other higher-order thinking skills. This document helps parents, teachers, students, and other citizens understand the tasks of the MSPAP by presenting information and materials related to "Soil Investigations," one of the nine operational MSPAP tasks that have been selected to illustrate the types of response the MSPAP requires of students. Actual operational test materials are presented for this third-grade science activity. The "Student Response Book" contains questions and other directions to students and space for students to enter their responses. "Soil Investigations" asks the third grader to be a geologist and consider the information needed to study the soil, as well as ways to approach its study. The "Student Resource Materials Book" gives directions for handling the actual soil samples students work with in the performance task, and the "Examiner's Manual" contains teacher task preparation directions and the directions the teacher gives the students. (SLD)

ED 403 294 TM 026 015

Salinity, Grade 5 Science Language Usage.

Maryland School Maryland School Performance Assessment Program (MSPAP): Resource Library, Public Release Task.

Maryland State Dept. of Education, Baltimore. Div. of Planning, Results and Information Management.

Pub Date—Jul 94

Note—19p.; A highly selective public release of certain pages.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Criterion Referenced Tests, *Critical Thinking, Grade 5, Grouping (Instructional Purposes), Intermediate Grades, *Performance Based Assessment, Problem Solving, *Science Tests, State Programs, Testing Programs, *Thinking Skills, *Water Quality

Identifiers—Hydrometers, *Maryland School Performance Assessment Program, *Salinity

One component of the Maryland School Performance Assessment Program (MSPAP) is the state's performance-based assessments, criterion-referenced tests that require students to apply what they know and can do to solve problems and display other higher-order thinking skills. This document helps parents, teachers, students, and other citizens understand the tasks of the MSPAP. "Salinity" is a science and language usage task for fifth graders, one of nine tasks selected to demonstrate the MSPAP. Actual operational task materials are presented. The "Answer Book" contains questions and directions for students and space for students to record their answers. The task is an investigation of how a hydrometer can be used to measure the different levels of saltiness in water samples. A group of four students constructs a hydrometer and uses it to test water samples. Answers are recorded individually. The "Resource Book" contains a map of the

Chesapeake Bay, and the "Examiner's Manual" contains instructor preparation activities and directions for students. (SLD)

ED 403 295 TM 026 016

Requirements and Guidelines for Exemptions, Excuses, and Accommodations for Maryland Statewide Assessment Programs. Revised.

Maryland State Dept. of Education, Baltimore.

Pub Date—10 Oct 95

Note—111p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Disabilities, *Educational Assessment, *Limited English Speaking, Participation, Special Needs Students, *State Programs, *Student Characteristics, *Testing Problems, *Testing Programs, *Transfer Students

Identifiers—Comprehensive Tests of Basic Skills, *Maryland, Maryland Functional Testing Program, Maryland School Performance Assessment Program, Testing Accommodations (Disabilities)

This document summarizes the statewide assessment programs required by the Maryland State Department of Education and the exemptions, excuses, and accommodations permitted for each program. All students are to be included to the fullest extent possible in the mandated state assessments. The accommodations for an individual student are meant to provide currently needed support to enable the student to participate in the assessment. Exemptions are granted for some students, and excuses are granted for students who demonstrate, or are expected to demonstrate, inordinate frustration, distress, or the disruption of others. The assessment programs discussed are: (1) the Maryland Functional Testing Program (MFTP); (2) the Comprehensive Tests of Basic Skills (CTBS); and (3) the Maryland School Performance Assessment Program (MSPAP). Exemptions to the MFTP may be granted to those of limited English proficiency (LEP), students with disabilities, and transfer students; and accommodations are available based on individual evaluations. LEP students and those with disabilities may be exempted from the CTBS, and accommodations may be made. Requirements for the MSPAP are similar to those of the CTBS, but include some accommodations for LEP students. A chart summarizes exemptions, excuses, and accommodations for each program. Attachments include an explanation of the computations for the school's database, a summary of permitted accommodations, and guidelines for participation determinations. An appendix presents nine case studies, and a second appendix gives the domains, outcomes, and indicators for the Independence Mastery Assessment Program. (Contains three tables.) (SLD)

ED 403 296 TM 026 017

Score Interpretation Guide. 1994 MSPAP and Beyond. Maryland School Performance Assessment Program: Resource Library.

Maryland State Dept. of Education, Baltimore.

Div. of Planning, Results and Information Management.

Pub Date—Feb 95

Note—84p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Achievement Tests, Elementary Secondary Education, Language Usage, Mathematics Tests, *Performance Factors, Reading Tests, *Scaling, Science Tests, *Scores, State Programs, *Test Interpretation, Test Results, *Testing Programs, Writing Tests

Identifiers—*Maryland School Performance Assessment Program

This score interpretation guide is designed to help administrators and classroom teachers understand the scores and scales of the 1994 and Beyond Maryland School Performance Assessment Program (MSPAP). MSPAP scale scores indicate a school's level of performance in the content areas of reading, writing, language usage, mathematics, science, and social studies. In general, MSPAP scores range from 350 to 700, but like other test scale

scores, they have little intrinsic meaning other than that higher scale scores represent higher performance. Beginning in 1992, the scale scores were designed to be directly comparable year to year, and it is expected that the scale scores will acquire further meaning over time. Proficiency levels and descriptions are intended to inform and guide interpretation of the MSPAP scale scores. Each proficiency level represents a range of performances and of scale scores. The MSPAP School Performance Standards Committee has recommended proficiency level 3 as the level that describes satisfactory performance, and level 2 as the description of excellent performance. For a school to achieve satisfactory performance in an area, 70% of students must achieve at least level 3. Outcome scores, outcome scale scores, and the score reports from the MSPAP program are described. Five appendices describe the proficiency level scale score ranges, the level descriptions, use of the MSPAP for school improvement, the various score reports, and additional MSPAP documentation. (Contains three appendix tables and one reference.) (SLD)

ED 403 297 TM 026 018

Go, Imelda C. Woodruff, David J.

An Empirical Investigation of the Accuracy of a Step-Up Method for Estimating Test Score Conditional Variances.

American Coll. Testing Program, Iowa City, Iowa.

Report No.—ACT-RR-96-4.

Pub Date—Jun 96

Note—26p.

Available from—ACT Research Report Series, P.O. Box 168, Iowa City, IA 52243-0168.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Entrance Examinations, *Error of Measurement, *Estimation (Mathematics), High School Students, High Schools, *Prediction, *Scores, *Test Items

Identifiers—Accuracy, ACT Assessment, *Conditionals, Empirical Research, *Step Up Methods, Variance (Statistical)

In previous works, D. J. Woodruff derived expressions for three different conditional test score variances: (1) the conditional standard error of prediction (CSEP); (2) the conditional standard error of measurement in prediction (CSEMP); and (3) the conditional standard error of estimation (CSEE). He also presented step-up formulas that require only weak assumptions and allow the estimation of full-length test score conditional variances from two parallel half-length tests. This study empirically investigates the accuracy of the step-up formulas using real test data from 40,000 examinees with scores on the ACT Assessment and concludes that the step-up formulas work fairly well for the CSEP and the CSEMP and less well for the CSEE. The CSEMP is also compared with two other procedures for estimating the conditional standard error of measurement. Appendixes present derivations and study the figures. (Contains two tables, eight appendix figures, and eight references.) (Author/SLD)

ED 403 298 TM 026 019

Schiel, Jeff And Others

Factors Associated with Longitudinal Educational Achievement, as Measured by PLAN and ACT Assessment Scores.

American Coll. Testing Program, Iowa City, Iowa.

Report No.—ACT-RR-96-5

Pub Date—Jun 96

Note—40p.

Available from—ACT Research Report Series, P.O. Box 168, Iowa City, IA 52243-0168.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Entrance Examinations, *Course Selection (Students), Educational Attainment, Ethnicity, *High School Students, High Schools, Income, Mathematics Achievement, Minority Groups, Science Education,

Sex Differences, *Test Results, *Thinking Skills, White Students

Identifiers—*ACT Assessment, *PLAN Tests

This study focused on the relationship between high school students' course-taking patterns and their achievement of higher-order thinking skills. PLAN scores (in grade 10) and ACT Assessment scores (in grades 11 or 12) were collected for 73,818 students in 1,174 high schools. The findings show that, in a typical high school, eleventh- and twelfth-grade students who took upper-level mathematics or science courses had higher ACT Mathematics, Science Reasoning, and Composite scores than those who did not take these courses, regardless of their previous PLAN scores, gender, family income level, and ethnicity. Further, average score differences between males and females, and between Caucasian-Americans and ethnic minorities were reduced when these variables were considered. The effects of taking mathematics and science courses were relatively small for students attending schools in districts where per-pupil expenditures were low and the percentage of ethnic minority students was high. Two appendixes contain tables of correlation coefficients and descriptive statistics for scores and independent variables. (Contains 1 figure, 9 tables, 2 appendix tables, and 10 references.) (Author/SLD)

ED 403 299 TM 026 020

Upton, Jan Supovitz, John

Measuring Student Impact in the Context of Statewide Education Reform.

Pub Date—9 Apr 96

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, Evaluation Methods, Grade 9, High Schools, Mathematics Tests, *Measurement Techniques, Pilot Projects, *Professional Development, Science Tests, State Programs, *Teacher Effectiveness, Teacher Participation, *Test Construction

Identifiers—*Impact Evaluation, Ohio, Reform Efforts, Stakeholders, *Statewide Systemic Initiative

Linking teacher treatment to student impact is not as straightforward as it may seem initially. The difficulties in measuring the impact on students are illustrated in this discussion of the Ohio Statewide Systemic Initiative (SSI). Since the inception of the SSI, the external evaluators had planned to use data from the state's proficiency tests for ninth grade as one measure of student impact, but they encountered numerous difficulties, largely because the tests had not been completely developed. A pilot test of the SSI mathematics test in 1994 indicated the advisability of using a revised version of the pilot test in 1995. The revised Mathematics Discovery Test was administered to 1,070 students whose teachers had participated in the Project Discovery professional development for use of the SSI and 682 students whose teachers had not participated in Project Discovery. A Science Discovery Test was also administered to 1,127 Discovery students and 789 non-Discovery students. Results of these two tests show the superior performance of the students of Discovery teachers. Experience in the test development process demonstrates the importance of teacher involvement in the development of tests designed to provide student impact data. Key stakeholders must be involved to ensure the appropriate alignment of the instrument. (Contains two figures and five tables.) (SLD)

ED 403 300 TM 026 023

Musthafa, Bachrudin

Assessment Strategies for Optimal Literacy Acquisition.

Pub Date—96

Note—23p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, *Educational Assessment, Educational Change, Elementary Secondary Education, *Evaluation Methods,

Feedback, *Literacy, Multiple Choice Tests, Sociocultural Patterns, *Standardized Tests, *Test Use

Identifiers—*Alternative Assessment, Social Constructivism

Current conceptions of literacy and what being literate means are discussed, and the strengths and weaknesses of the standardized multiple-choice test as a tool for assessing literacy proficiency and a way to report learning progress are explored. The possible advantages of alternative assessment strategies are reviewed, and an assessment model is proposed to ensure the optimal acquisition of literacy and external accountability. Literacy is a complex phenomenon, not a monolithic state with processes that can be captured by a single instrument. It has been argued that the standardized multiple-choice test format has driven instruction toward lower-order cognitive skills, and that such a test puts both teacher and learner in passive, reactive roles. The available standardized testing system rests on the faulty assumptions that literacy is a unitary state of being and that its development follows a linear line. Alternative assessment, regardless of the terms used to label it, is alternative to standardized achievement tests in that it examines learners' performances on significant tasks related to real-life achievement outside the classroom. The process-oriented and classroom-embedded nature of alternative assessment holds the promise of giving useful feedback for the improvement of instruction. Theories of social constructivism and sociocultural perspectives have indicated that learning is inherently social. To promote real learning, a model based on these theories suggests that it is important to align the curriculum with the child's individual growth, to understand classroom assessment procedures, and to know class members and their abilities. (Contains 35 references.) (SLD)

ED 403 301 TM 026 025
Thompson, Bruce

The Treatment of Score Reliability and Validity in the New ANSI-Approved Program Evaluation Standards.

Pub Date—Aug 96

Note—20p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Canada, August 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Program Evaluation, Psychometrics, *Reliability, *Scores, *Standards, Test Interpretation, *Validity

Identifiers—American Educational Research Association, *American National Standards Institute, American Psychological Association, National Council on Measurement in Education
The program evaluation standards approved by the American National Standards Institute (ANSI) in 1994 that deal with reliability and validity accurately represent contemporary views of the psychometric community with regard to reliability and validity. As such, these standards move the field forward. The ANSI standards recognize that reliability is a characteristic of the scores or of the data in hand, rather than being a characteristic of the test. It is also essential to recognize, as the ANSI standards do, that it is the inferences that are made from scores, rather than the test, that are valid. It is to be hoped that the next edition of the standards developed by the American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education will provide approximately the same treatment of reliability and validity. An appendix gives a suggested addition to the 1996 standards. (Contains 31 references.) (SLD)

ED 403 302 TM 026 026
Davidson, Bruce W. Dunham, Rodney L.

Assessing EFL Student Progress in Critical Thinking with the Ennis-Weir Critical Thinking Essay Test.

Pub Date—96

Note—22p.; Paper presented at the Annual International Conference of the Japan Association for Language Teaching (21st, Nagoya, Japan,

November 5, 1995) and at the International Conference on Critical Thinking and Educational Reform (16th, Rohnert Park, CA, July 18-31, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*College Students, *Critical Thinking, *English (Second Language), Essay Tests, Females, Foreign Countries, *Second Language Learning, *Teaching Methods, Two Year Colleges

Identifiers—*Ennis-Weir Critical Thinking Essay Test, Japanese People

Recent trends in the teaching of English as a Foreign Language (EFL) or English as a Second Language (ESL) have emphasized the importance of promoting thinking as an integral part of English language pedagogy; however, empirical research has not established that training in thinking skills can be combined effectively with EFL/ESL instruction. In this study, the Ennis-Weir Critical Thinking Essay Test was used to assess progress in critical thinking after a year of intensive academic English instruction for 36 Japanese students enrolled in a private two-year women's junior college in Osaka, Japan. A control group received only content-based intensive English instruction, while the treatment group received additional training in critical thinking. The treatment group scored significantly higher on the test ("p" = 0.000). The results imply that critical thinking skills can indeed be taught as part of academic EFL/ESL instruction. (Contains 3 tables and 26 references.) (Author/SLD)

ED 403 303 TM 026 028

Powell, Jim

Meeting the Needs of the School Community through the Use of Appropriate Normed Instruments, Observation Checklists, Work Samples, Portfolios, and Authentic Assessments.

Kaplan Companies, Lewisville, NC.

Pub Date—Mar 96

Note—29p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (51st, New Orleans, LA, March 16-19, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Check Lists, Classroom Observation Techniques, Educational Administration, *Educational Assessment, Educational Improvement, Educational Technology, Elementary Secondary Education, *Evaluation Methods, Norm Referenced Tests, Portfolio Assessment, School Districts, *School Restructuring, *Screening Tests, Student Evaluation, *Test Use, Work Sample Tests

Identifiers—Authentic Assessment, Florida, Stakeholders, *System 2000

This exploration of educational improvement through student assessment focuses on the Schoolyear 2000 (SY2000) program developed by the Center for Educational Technology at Florida State University in conjunction with the Florida Department of Education Planning Resources Committee. SY2000 consists of 10 functional subsystems that will operate in a complete redesign of the school system. These subsystems include: (1) research and development; (2) mission; (3) curriculum; (4) instruction; (5) student and family services; (6) logistics; (7) management operations; (8) human resource development; (9) assessment and information management; and (10) evaluation. SY2000 follows a design approach called concurrent design that includes people at all levels of the organization and all stakeholders simultaneously in a process of continuous improvement. With this document are attachments that discuss the process of assessment, definitions of terms used in assessment discussions, and the contrast between teacher-based education and a knowledge-based technology system. A comparative data screening instrument list is attached, with a checklist for the use of assessment instruments. (Contains nine figures and seven references.) (SLD)

ED 403 304 TM 026 029

Jackman, Andrew

Assessment and Educational Reform: Doing More than Polishing Brass on the Titanic, a Call for Discussion.

Pub Date—5 Jan 96

Note—26p.; Paper presented to the Evaluation Strategies Working Group of the National Institute for Science Education at the Wisconsin Center for Education Research (January 5, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Community Colleges, *Delivery Systems, *Educational Assessment, *Educational Change, Educational Objectives, Higher Education, *Outcomes of Education, School Effectiveness, *School Restructuring

Identifiers—Educational Indicators, *Reform Efforts

This exploration of evaluation strategies for systemic educational reform considers whether there is a way to design an assessment and delivery system that can accomplish the goals of the total educational process. A basic question that must be addressed in systemic reform is the role of education in the socialization processes of society. Beyond the common desire to produce an informed and educated citizenry, goals become less clear. Some goals and conflicts are considered in the context of the community college. The American Association of Community Colleges has identified a core of 13 indicators that can be used to assess college effectiveness. Evaluating college effectiveness from the perspectives of students and faculty may result in a move toward the pragmatic and a shift in systemic evaluation to value social as well as academic priorities. Systemic reform in this instance might require asking how discipline-specific knowledge fits in with the larger view of education's role in the development of the whole. The paper takes the position that a delivery system should be created that emphasizes what people should be able to do when they are finished with what the system provides. Before this can be accomplished, it will be necessary to understand what education should be and its desired outcomes. Reform must be more than polishing the brass on a ship that is sinking. (Contains seven references.) (SLD)

ED 403 305 TM 026 036

Alaska Standards: Content Standards for

Alaska Students.

Alaska State Dept. of Education, Juneau.

Pub Date—Jun 96

Note—36p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Accountability, Art Education, Citizenship Education, *Course Content, Educational Change, *Educational Improvement, Elementary Secondary Education, English Instruction, Geography Instruction, Health Education, History Instruction, Language Arts, Mathematics Education, Public Schools, Science Education, Second Language Learning, State Programs, *State Standards, Technology Education

Identifiers—*Alaska, Standard Setting, *Subject Content Knowledge

The cornerstone of Alaska's effort to bring higher standards and accountability to the public school system was the development of content standards in 10 core areas. These standards represent what Alaskans want students to know and be able to do as a result of their public schooling. This booklet presents the following content standards and their associated key elements: (1) five standards for English and language arts; (2) five standards for mathematics; (3) four standards for science; (4) six standards for geography; (5) seven standards for government and citizenship; (6) four standards for history; (7) four standards for skills for a healthy life; (8) four standards for art activities and appreciation; (9) three standards for world language learning and cultural awareness; and (10) five standards for the use and understanding of technology. Each

standard is further defined by statements of what students who meet the content standard should know or be able to do. These standards have been adopted as voluntary guidelines for the state's schools, and they are already defining the way Alaska approaches education issues. (SLD)

ED 403 306 TM 026 038
Annual Report of the Arizona Superintendent of Public Instruction. Highlights for Fiscal Year 1994-1995.

Arizona State Dept. of Education, Phoenix.

Pub Date—Jan 96

Note—278p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Academic Achievement, Accountability, Educational Change, *Educational Finance, Educational Improvement, Elementary Secondary Education, Enrollment, Expenditures, Federal Aid, Private Schools, *Public Schools, Resource Allocation, *State Aid, State Programs, State Standards, *Tax Allocation, Teacher Salaries, *Testing Programs

Identifiers—*Arizona

In the mission statement that introduces this annual report, the Arizona Superintendent of Public Instruction defines the goals of revamping the state's "Essential Skills" program to reflect high academic standards and achievement, develop a fiscally responsible equitable school finance system, and reorganize the state department of education to improve efficiency and accountability. The first section of the report provides an overview of school enrollment and funding through general statistical information on: (1) state funding and revenues; (2) expenditure history; (3) average daily membership history; (4) state summary of the number and type of public schools; (5) private school enrollment and statistics; (6) state, federal, and private funds administered by the State Board of Education; (7) the annual financial report of county school superintendents; and (8) food service program information. Section 2 contains the school district, county, and state summary of financial data, with reviews of data on enrollment, tax allocation and rates, teacher salaries and other staffing expenditures, and other program expenditures. Section 1 contains 3 graphs and 12 tables. Section 2 contains 6 charts for each of the state's 233 regular school districts, the counties, and the state as a whole. (SLD)

ED 403 307 TM 026 039
Statewide Report and Appendices for Arizona Pupil Achievement Testing 1995-96 School Year.

Arizona State Dept. of Education, Phoenix.

Pub Date—96

Note—360p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Achievement Tests, Elementary Secondary Education, Ethnic Groups, Grade 10, Grade 4, Grade 7, *Language Usage, *Mathematics Achievement, *Minority Groups, National Norms, *Reading Achievement, Scores, State Programs, *Test Results, Test Use, Testing Programs

Identifiers—*Arizona Pupil Achievement Testing, Iowa Tests of Basic Skills, Percentile Ranking, Tests of Achievement and Proficiency In the 1995-96 school year, the 16th year of the Arizona Pupil Achievement Testing Program, the state Board of Education mandated testing for grades 4, 7, and 10. The Iowa Tests of Basic Skills (ITBS) were administered at grades 4 and 7, and the Tests of Achievement and Proficiency (TAP) at grade 10. Test scores are reported by subject, subtest, and skill at the student and classroom levels, and aggregated scores are provided for the school, district, county, and state levels. In fall 1995, 156,339 students were tested, with 6,236 students exempted because of limited English proficiency and 7,424 exempted for disabilities. Test results in this report are based on the tested students in 1,148 schools in 254 districts statewide. Average student performance in reading comprehension was slightly

below the national average in grade 4, but well above the national averages in grades 7 and 10, even though these scores were slightly below those for Arizona students in the preceding school year. Scores for language usage and expression were below the national average for grade 4, and well above it in grade 7. No comparisons were possible in grade 10 since a statewide language test was not administered in that grade. Arizona averages for mathematics exceeded national averages for grades 4 and 7, but the grade 10 average fell below the national mark. White and Asian/Pacific Islanders scored above national averages on all tests at all three grade levels; other ethnic groups averaged below the national averages. Appendixes present reading, language, and mathematics individual percentile ranks for Arizona schools. (Contains 10 tables, 6 figures, and 3 lengthy tables in the appendixes.) (SLD)

ED 403 308 TM 026 040
Kendall, John S. Marzano, Robert J.

The Systematic Identification and Articulation of Content Standards and Benchmarks. Update.

Mid-Continent Regional Educational Lab., Aurora, CO.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 95

Contract—RP91002005

Note—598p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF03/PC24 Plus Postage.

Descriptors—Art, *Course Content, *Educational Improvement, Elementary Secondary Education, Geography Instruction, Health Education, History Instruction, *Identification, Language Arts, Mathematics Education, Science Education, *Standards, Thinking Skills

Identifiers—*Benchmarking, *Subject Content Knowledge

The project described in this paper addresses the major issues surrounding content standards, provides a model for their identification, and applies this model to identify standards and benchmarks in subject areas. This update includes a revision of content standards and benchmarks published in earlier updates and the synthesis and identification of standards in new areas. Standards and benchmarks are provided for science, mathematics, history, geography, the arts, the language arts, and health. Also included are standards in thinking and reasoning and an analysis and description of knowledge and skills considered important for the workplace. Following an introduction, the second section presents an overview of the current efforts towards standards in each of these subject areas. Section 3 describes the technical and conceptual differences that have been apparent in the standards movement and the model adopted for this study. Section 4 presents key questions that should be addressed by schools and districts interested in a standards-based strategy. Section 5 describes the identification process, and Section 6 describes the format and citation strategy. Sections 7 through 17 provide the standards and benchmarks for 11 separate areas. (Contains 83 references.) (SLD)

ED 403 309 TM 026 041
Haertel, Edward H.

Latent Traits or Latent States? The Role of Discrete Models for Ability and Performance.

Pub Date—Apr 92

Note—32p.; The Raymond B. Cattell Award Invited Address presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992). For computer programs related to this

study, see TM 026 042.

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Ability, Data Analysis, *Error of Measurement, Generalizability Theory, *Item Response Theory, *Mathematical Models, Outcomes of Education, *Performance Factors, Scoring, Test Interpretation, Test Theory, Test Use

Identifiers—*Latent Structure Models, *Mapping

Classical test theory, item response theory, and generalizability theory all treat the abilities to be measured as continuous variables, and the items of a test as independent probes of underlying continua. These models are well-suited to measuring the broad, diffuse traits of traditional differential psychology, but not for measuring the outcomes of school learning. Discrete latent structure models offer a powerful and promising alternative. Abilities can be modeled as partially ordered sets of discrete states (at a minimum, "nonmastery" and "mastery") and may be linked according to an asymmetric "prerequisite" relation. Narrower, simpler abilities may be combined into broader, more complex abilities. The various possible outcomes of performing a task can be modeled as a partially ordered set of task performance states. Abilities and task performances are clearly distinguished from one another, and more than one ability pattern may permit successful performance of a given task. Subtasks need not be modeled as conditionally independent given ability. The mapping from ability states to task performance states shows clearly what a given test can and cannot measure, and what may be inferred from a given pattern of test performance. These models for ability and task performance, together with the mapping between them, may be augmented with a suitable model for measurement error (misclassification) to complete an alternative framework for scoring, analyzing, and interpreting test performance. This framework has the potential to solve significant measurement problems inherent in performance testing and other applications. (Contains 12 figures.) (Author/SLD)

ED 403 310 TM 026 042
Haertel, Edward H.

Software for the Application of Discrete Latent Structure Models to Item Response Data.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—Jul 96

Note—42p.; For a document describing the use of these programs, "Latent Traits or Latent States? The Role of Discrete Models for Ability and Performance," see TM 026 041.

Pub Type— Computer Programs (101)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ability, *Academic Achievement, *Computer Software, *Educational Assessment, *Mathematical Models, Programming Languages, *Science Education

Identifiers—*FORTRAN Programming Language, Mapping

These FORTRAN programs and MATHEMATICA routines were developed in the course of a research project titled "Achievement and Assessment in School Science: Modeling and Mapping Ability and Performance." Their use is described in other publications from that project, including "Latent Traits or Latent States? The Role of Discrete Models for Ability and Performance." Four FORTRAN programs (CLOSE, DISATT, INTERSECT, and SUPERCLOSE) and one set of MATHEMATICA routines (Ability/Task Representations) are included. The use of each program is described in the comments included in the source code listings. (Author/SLD)

ED 403 311 TM 026 044
Conley, David T. Tell, Christine A.

Frequently Asked Questions. PASS Project. Proficiency-based Admission Standards System Project.

Oregon State System of Higher Education, Eu-

gene.

Pub Date—[96]
Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Admission (School), College Bound Students, *College Entrance Examinations, Colleges, Criterion Referenced Tests, Decision Making, Degrees (Academic), *Educational Assessment, High Schools, Higher Education, National Norms, Public Schools, *State Programs, *Student Evaluation, Teacher Education, Test Use

Identifiers—Educational Indicators, *Oregon State System of Higher Education, *Proficiency Based Admissions Standards, Subject Content Knowledge

The Oregon State System of Higher Education is developing a new approach to admission to any of the state's seven public baccalaureate granting institutions. This approach replaces the grade point average with proficiencies, clearly specified statements of the knowledge and skills students must master. The new system is known as the Proficiency-based Admission Standards System (PASS). This brochure answers questions most frequently asked about PASS, which will begin with freshmen admitted in fall 2001. Proficiencies will be determined through criterion-referenced tests, common assessment tasks, and teacher-verified assessments that certify student performance. The new system will tie admission directly to demonstrated proficiency in mathematics, science, social sciences, second languages, literature, and the arts. It will be congruent with changes in Oregon secondary school assessment that will require the mastery of defined content knowledge and intellectual skills. The proficiencies have been developed through analysis of more than 60 national state curriculum reports and review by Oregon educators. Nationally normed tests will still be required as part of the data for admissions decisions, but they will not be the primary pieces of information. The goal is to ensure that students are properly prepared to succeed once they are admitted to college. Remedial programs may be eliminated, and many introductory courses curtailed when mastery of the proficiencies ensures that all college students are properly prepared. Teacher training will be crucial to the implementation of the PASS system. Lists of current partnerships in PASS development, grants received by PASS participants, and staff members are included. (SLD)

ED 403 312 TM 026 045

Admission Standards: Content & Process Areas Proficiencies and Indicators. PASS Project. Proficiency-based Admission Standards System Project.

Oregon State System of Higher Education, Eugene.

Pub Date—[96]
Note—29p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Admission (School), College Bound Students, *College Entrance Examinations, Colleges, Criterion Referenced Tests, Educational Assessment, High Schools, Higher Education, Humanities, Listening Skills, Mathematics Achievement, Partnerships in Education, Pilot Projects, Problem Solving, Public Schools, Reading Achievement, Science Education, Second Language Learning, Social Sciences, *Student Evaluation, Technology Education, Theater Arts, *Thinking Skills, Visual Arts, Writing Achievement

Identifiers—Educational Indicators, *Oregon State System of Higher Education, *Proficiency Based Admissions Standards, Subject Content Knowledge

The Oregon State System of Higher Education is developing a new approach to admission to any of the state's seven public baccalaureate granting institutions. This approach replaces the grade point average with proficiencies, clearly specified statements of the knowledge and skills students must master. The new system is known as the Proficiency-based Admission Standards System (PASS). This brochure answers questions most frequently asked about PASS, which will begin with freshmen admitted in fall 2001. Proficiencies will be determined through criterion-referenced tests, common assessment tasks, and teacher-verified assessments that certify student performance. The new system will tie admission directly to demonstrated proficiency in mathematics, science, social sciences, second languages, literature, and the arts. It will be congruent with changes in Oregon secondary school assessment that will require the mastery of defined content knowledge and intellectual skills. The proficiencies have been developed through analysis of more than 60 national state curriculum reports and review by Oregon educators. Nationally normed tests will still be required as part of the data for admissions decisions, but they will not be the primary pieces of information. The goal is to ensure that students are properly prepared to succeed once they are admitted to college. Remedial programs may be eliminated, and many introductory courses curtailed when mastery of the proficiencies ensures that all college students are properly prepared. Teacher training will be crucial to the implementation of the PASS system. Lists of current partnerships in PASS development, grants received by PASS participants, and staff members are included. (SLD)

ciency-based Admission Standards System (PASS). This document contains the current version of the proficiencies and more detailed descriptions of each proficiency, called indicators. These proficiencies are to be presented to the State Board of Higher Education in July 1996 and will then remain in the form approved at that time for 2 years for review and public response. There are 6 content and 9 process proficiency areas, with 44 proficiencies in the 6 content areas. Performance levels are being developed and piloted by teachers at 30 partnership high schools. Proficiency will be assessed through criterion-referenced tests, common assessment tasks, and teacher verifications of student proficiency. The content proficiencies are listed for mathematics, science, social science, second languages, humanities and literature, and visual and performing arts. Process proficiencies are defined for: (1) reading; (2) writing; (3) listening and speaking skills; (4) analytic thinking; (5) integrative thinking; (6) problem solving; (7) technology as a learning tool; (8) teamwork; and (9) quality work. (SLD)

ED 403 313 TM 026 046

Stancavage, Fran And Others

Study of Exclusion and Assessability of Students with Disabilities in the 1994 Trial State Assessment (TSA) of the National Assessment of Educational Progress (NAEP).

Spons Agency—National Academy of Education, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 96

Contract—R999A9001-90

Note—51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Data Collection, *Disabilities, *Educational Assessment, Grade 4, Intermediate Grades, *Limited English Speaking, National Surveys, Reading Tests, Sample Size, *Sampling, Special Education, Student Evaluation, Test Results, *Trend Analysis

Identifiers—*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), a survey of national trends in educational achievement, is attempting to expand its inclusion of students with disabilities or limitations that have previously caused them to be excluded from the assessment. The study described was a precursor to the 1996 changes in NAEP inclusion procedures. It was conducted in conjunction with the 1994 State NAEP fourth grade reading assessment. Study questions about exclusion and assessability were addressed by collecting independent information on a four state sample of students selected for the 1994 fourth grade reading Trial State Assessment (TSA) who had also been identified by their local schools as having the Individualized Education Plans of special education. The final sample involved 416 students from 123 schools. Of these students, 185 had been excluded from the TSA and 231 were designated as "included," even though a few were absent on the day the TSA was administered. Results suggest that a high proportion of students with disabilities can and should participate in the NAEP reading assessment, but the current NAEP instrument does not provide sufficient accuracy in the lower achievement ranges to support disaggregated reports of proficiency levels for these students. If the goal is to achieve a level of measurement that would allow information about these students to contribute to the estimates of states' overall performances, the large majority of fourth graders are assessable on the current instrument. Suggestions are given for modifying the NAEP instrument. Appendixes discuss calculating the criterion for assessability and regression functions for prediction of scores. (Contains 10 figures and 21 tables.) (SLD)

ED 403 314 TM 026 049

Gould, R. Bruce And Others

The Development, Validation, and Applicability of "The Program Evaluation Standards: How To Assess Evaluations of Educational Programs."

Pub Date—Aug 95
Note—26p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Evaluation Methods, Formative Evaluation, Program Development, *Program Evaluation, *Standards, Summative Evaluation, *Test Construction

Identifiers—*Joint Committee on Standards for Educ Evaluation

The work done by the Validation Panel that was commissioned by the Joint Committee on Standards for Educational Evaluation (Joint Committee) to monitor the development of "The Program Evaluation Standards: How To Assess Evaluations of Educational Programs" is described, and its conclusions summarized. This report focuses on the development process, the assumptions underlying the effort, and the applicability of the "Standards" in different contexts. Revision of the "Standards" had begun at the Joint Committee's 1990 meeting. An early decision was made to include a standard for meta-evaluation that required that the evaluation itself be formatively and summatively evaluated. True to this new standard, the Joint Committee commissioned a Validation Panel to perform that meta-evaluation function during the development of the revised "Standards." The developed "Standards" consist of 30 specific standards grouped into categories of utility, feasibility, propriety, and accuracy. Although no explicit statements of guiding assumptions are included in the "Standards," a number of implicit assumptions center on the need for educational program evaluation standards and the possibility of agreement about such standards. Representatives of the 15 organizations that comprise the Joint Committee considered the results of expert commentary, testimony at public hearings, and field tests in approving the development process. The position is taken that the development of the "Standards" was very systematic and open, and likely resulted in a set of standards that represent the state of the art in educational program evaluation. (Contains nine references.) (SLD)

ED 403 315 TM 026 050

International Adult Literacy.

Educational Testing Service, Princeton, NJ. Policy Information Center.

Pub Date—96

Note—14p.; This issue of "ETS Policy Notes" is a condensation of "Literacy, Economy and Society: Results of the First International Adult Literacy Survey" published by the Organization for Economic Cooperation and Development and Statistics, Canada.

Journal Cit—ETS Policy Notes; v1 n1 Sum 1996
Pub Type—Collected Works - Serials (022) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Literacy, Comparative Analysis, *Economic Factors, *Educational Policy, Employment Patterns, Foreign Countries, Income, International Education, International Studies, Labor Force, Outcomes of Education, *Socioeconomic Status

Identifiers—*International Adult Literacy Survey, *Life Chances

Systematic knowledge about the dimensions and levels of literacy and information about its distribution are prerequisites for forming good educational policy. This issue discusses the conduct and findings of the International Adult Literacy Survey (IALS). The IALS was not intended to rank literacy skills across countries, but was intended to make the exploration of differences across countries possible. Participating were: (1) Canada; (2) Germany; (3) the Netherlands; (4) Poland; (5) Sweden; (6) French-speaking Switzerland; (7) German-speaking Switzerland; and (8) the United States. In all participating countries, employment was positively related to literacy, and in all cases there was a clear and direct effect of literacy on wages and income.

Industries that have grown in the last 20 years are those in which the incumbents had the highest literacy scores. In spite of these similarities, the relationship between education and literacy was not the same in every country or from scale to scale, making direct comparisons impossible. Differences in literacy practices reflected the countries' different occupational distributions. In countries where the average literacy scores were highest, the greatest use of literacy-related tasks was reported. The information provided by the IALS has made a start in demonstrating the strong association between literacy and life chances while indicating that literacy is not synonymous with educational attainment. (Contains six figures.) (SLD)

ED 403 316 TM 026 051

McCarthy, Christopher J. And Others

Structural Model of Coping, Appraisals, and Emotions in Vocational Transition.

Pub Date—Aug 96

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affective Behavior, *Career Change, *Coping, *Emotional Response, Evaluation, *Graduate Students, Graduate Study, Motivation, *Stress Variables, *Structural Equation Models

Identifiers—LISREL Computer Program

The potential application of the appraisal theory of emotions developed by I. Roseman and others (1990) to transactional models of stress-produced emotions in the work place was tested. Data were gathered from 231 graduate students in counseling who were asked to rate their appraisals of taking a new job and subsequent emotional reactions, as well as perceived coping resources. Structural equation modeling was used to test the theoretical predictions among study variables. The results of a LISREL model suggest that perceived levels of specific coping resources have impact on the appraised desirability of jobs and subsequent experience of positive and negative affect. Support was found for the appraisal theory in that appraisals of consistency of a new job with one's motives were related to positive emotion and inconsistency with motives to negative affect. Implications of these findings for vocational adjustment and stress-produced emotions in the work place are discussed. (Contains 2 tables, 1 figure, and 64 references.) (SLD)

ED 403 317 TM 026 053

Baker, Eva L. And Others

CRESST: A Continuing Mission To Improve Educational Assessment, Evaluation Comment.

California Univ., Los Angeles. Center for the Study of Evaluation; National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—R3053600002

Note—29p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agenda Setting, Educational Assessment, Educational Policy, Educational Practices, *Educational Research, Elementary Secondary Education, *Evaluation Methods, *Information Dissemination, Partnerships in Education, *Program Development, *Research Design, Research Methodology, Test Bias, Test Use, Validity

Identifiers—Center for Research on Eval Standards Stu Test CA, Large Scale Assessment

The National Center for Research on Evaluation, Standards, and Student Testing (CRESST) is a partnership of the University of California at Los Angeles, the University of Colorado at Boulder, Stanford University, The RAND Corporation, the University of Pittsburgh, the Educational Testing Service, and the University of California, Santa Barbara. This issue of "Evaluation Comment" shares the goals and perspectives that will shape CRESST's research program for the next 5 years. With a focus on the assessment of education quality, CRESST expects

to study: (1) assessment that leads to improvement in teaching and learning; (2) understanding and influencing assessment policy and large-scale practice; (3) improved technical knowledge about the quality of assessment; and (4) dissemination and outreach that successfully decreases the interval between research and practice. The conceptual model that will underlie the research program emphasizes societal impact as the ultimate goal and identifies four major domains: validity, fairness, credibility, and utility. This model will guide an ambitious agenda of research focusing on the areas of system coherence, adaptations and accommodations of assessments, the measurement of progress, and reporting. The issue also discusses the CRESST conference scheduled for September 1996 and 1996 CRESST resource papers and technical reports. (Contains 1 figure and 137 references.) (SLD)

ED 403 318

TM 026 055

Turner, Jeannine

QED: Final Report on the NSF Grant to the Science Academy of Austin, 1994. Publication Number 94.04.

Austin Independent School District, TX. Dept. of Performance Audit and Evaluation.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—Mar 96

Contract—TPE-9053838

Note—20p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, *Educational Technology, Elementary Secondary Education, Financial Support, Grants, High School Students, Holistic Approach, Interdisciplinary Approach, Outreach Programs, *Partnerships in Education, Pilot Projects, Program Evaluation, *Science Education, Staff Development, *Thinking Skills, Tutorial Programs, Water Quality

Identifiers—Austin Independent School District TX, *Science Academy of Austin TX

The Science Academy of Austin, part of the Austin Independent School District (Texas), was given a 4-year National Science Foundation (NSF) grant beginning in 1990-91 to link public and private sectors to create a "thinking curriculum." This evaluation report covers the fourth, and last, year of the grant's implementation. The new curriculum aimed to improve teaching skills in kindergarten through grade 12 with technology tools that are available but underutilized and to increase student performance in science using holistic interdisciplinary approaches with opportunities to apply concepts in real-world settings. Funds were used for curriculum development, staff development, student participation, and private sector involvement. In 1994 a new curriculum focusing on water quality was completed and readied for pilot testing. Staff development concentrated on technology, and high school students participated in elementary school outreach activities. Forming partnerships with local corporations, government, and institutions of higher education produced resources and quality assurance. Although the NSF grant period has ended, the programs introduced through the grant are of sufficient value that it is recommended that the Science Academy of Austin continue to seek grant funding for teacher training, student outreach, curriculum development, and partnership promotion. (SLD)

ED 403 319

TM 026 056

Turner, Jeannine

"Life Is Like a River": The Austin Youth River Watch Final Report, 1994-95. Publication Number 94.15.

Austin Independent School District, TX. Dept. of Performance Audit and Evaluation.

Pub Date—Mar 96

Note—24p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Databases, *Disadvantaged Youth, Dropout Programs, *Financial Support, Grade Repetition, *High Risk Students, High School Students, High Schools, Mentors, Minority

Groups, Program Development, Program Evaluation, *Tutorial Programs, *Water Quality

Identifiers—Austin Independent School District TX, *Austin Youth River Watch Program TX

The City of Austin (Texas) provided funds for a supplementary educational activity to involve at-risk minority high school students in water quality issues. The program encourages at-risk students to remain in school by providing an interesting and authentic activity to use in the development of academic skills. Program activities included testing water quality and tutoring of at-risk students by student mentors. Both mentors and at-risk trainees were paid for the time spent testing the water and in tutoring sessions. In addition to the 22 1993-94 student trainees that continued in the program, the 1994-95 Austin Youth River Watch program recruited and trained 26 minority, at-risk students in river water monitoring. All participants agreed that they would encourage others to participate and that they planned to continue their participation. Seven of the 1994-95 participants obtained their high school diplomas, and traditional school program population members of the River Watch achieved a higher grade point average than the mean grade point average of all district high school students. One program participant left school before completing the year, but none of the program participants were potential grade retainees at the end of the school year. In addition to benefits to students, the program provided a water quality database for the Colorado River and its tributaries. Recommendations are made for program continuation and expansion. (SLD)

ED 403 320

TM 026 057

Robertson, Trina R. Wilkinson, L. David

The Accelerating Literacy Program: 1994-95 Final Report. Publication Number 94.13.

Austin Independent School District, TX. Dept. of Performance Audit and Evaluation.

Pub Date—Apr 96

Note—41p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Elementary School Students, Grade 4, Integrated Activities, Intermediate Grades, *Literacy, Low Achievement, Parent Education, Parent Participation, Portfolio Assessment, Program Evaluation, *Reading Achievement, *Resource Allocation, Teacher Attitudes, Teacher Education, Training, *Whole Language Approach

Identifiers—Austin Independent School District TX, Texas Assessment of Academic Skills

The Austin Independent School District (Texas) developed the Accelerating Literacy Program (ALP) in 1993 to provide additional support for students who were having trouble passing the Texas Assessment of Academic Skills (TAAS) in the elementary grades. The ALP operates on the principle of integrating reading, writing, listening, and speaking activities into a whole language approach to instruction. It seeks to accelerate the learning process by building on student successes. The 13 campuses involved in the ALP were selected on the basis of poor performance by their fourth grade TAAS takers. Schools and teachers were allowed great latitude in designing a course of instruction to meet the needs of students through ALP. Overall, the program seems to have met most of its goals. All of the 28 teachers surveyed indicated that the students made somewhat more or much more progress than they would have in a typical period of instruction. Teachers were pleased with the training they received and with the portfolio approach used in the program. Records indicated that ALP students increased their reading text level and made statistically significant gains in overall reading skills. The majority of teachers (92.8%) indicated that they would continue to use program methods and materials. Recommendations for program improvement include improved parent training and participation, better resource allocation, and better running record keeping. Appendices present tables of teacher and parent-trainer survey responses. (Contains 7 figures, 21 appendix tables, and 30 references.) (SLD)

ED 403 321

TM 026 058

Sedlacek, William E.

Improving Racial and Ethnic Diversity and Campus Climate at Four-Year Independent Midwest Colleges. An Evaluation Report of the Lilly Endowment Grant Program.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date—Sep 95

Note—199p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Access to Education, Colleges, *Cultural Pluralism, Curriculum Development, Educational Change, *Educational Environment, *Ethnic Groups, Formative Evaluation, Grants, Higher Education, Inclusive Schools, Minority Groups, *Multicultural Education, Program Implementation, *Racial Differences, Social Integration, Summative Evaluation

Identifiers—Lilly Endowment

In 1990 the Lilly Endowment committed \$6 million to a competitive grants program for four-year independent Midwest colleges interested in enhancing racial and ethnic diversity and building a more inclusive community within their institutional settings. The initiative aimed to improve the overall campus climate, to increase the number of racial minority graduates, and to provide a higher degree of fulfillment for minority students. The Endowment funded 40 programs, 30 of which were included in this evaluation. Formative and summative evaluations were conducted. Site visits were made to 10 campuses, and a questionnaire completed at each campus provided other evaluation information. In the area of curriculum revision, schools had success with single courses for all students, making changes in specific courses, and bringing people from off-campus to teach courses. Co-curricular changes were brought about most effectively through single-event programs that involved many elements of the campus and larger community. Diversity training focusing on specific audiences tended to work better than general training for all. Some schools reported backlash against some groups when diversity programming began, but in many cases diversity initiatives begun in one area were extended to more general programs on campus. Recommendations for implementing diversity programs are made for the institutions, evaluators, and funding agencies. Appendixes list the funded schools, present the cover letter and survey questionnaires, and a table of survey results. (Contains 6 appendix tables and 43 references.) (SLD)

ED 403 322

TM 026 068

Basic Facts about Wisconsin Elementary and Secondary Schools 1995-96. Bulletin No. 96294.

Wisconsin State Dept. of Public Instruction, Madison.

Report No.—ISBN-1-57337-032-0

Pub Date—96

Note—474p.

Available from—Publication Sales, Wisconsin Department of Public Instruction, Drawer 179, Milwaukee, WI 53293-0179.

Pub Type—Books (010) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Educational Equity (Finance), *Educational Finance, *Elementary Secondary Education, *Enrollment, Ethnicity, Public Schools, *School Districts, School Personnel, School Statistics, State Aid, *Student Characteristics, Teacher Student Ratio, Teachers

Identifiers—*Wisconsin

Facts about elementary and secondary education in Wisconsin are presented. Section A provides a cross reference that associates Wisconsin locations and schools with their public school districts. Section B contains tables of summary nonfiscal data composed of detailed information reported by school districts and private schools. Information is presented on numbers of schools and districts, enrollment by grade and ethnicity, teachers and school employees by ethnicity, and ratios of student enrollment to staff. Section C contains student and

staff data by school district, and Section D presents tables of the complete annual school cost per member for selected school districts. Section E presents tables pertaining to the distribution of state aid dollars for a variety of state programs. Section F describes the state equalization aid formula and its applications. Section G presents other state aid estimates, and Section H contains tables of equalized school district levy rates. A glossary is presented in Section I. (Contains 2 maps, 8 tables in Section B, and 20 additional tables.) (SLD)

ED 403 323

TM 026 069

Ohio Proficiency Tests for Grade 9. Fact Sheet. Ninth-Grade Proficiency Test in Science.

Ohio State Dept. of Education, Columbus.

Pub Date—[95]

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Grade 9, *Graduation Requirements, *High School Students, High Schools, Knowledge Level, Multiple Choice Tests, Outcomes of Education, *Science Tests, Sciences, *State Programs, *Test Construction, Test Content, *Testing Programs

Identifiers—Fact Sheets, *Ohio Ninth Grade Proficiency Test, Subject Content Knowledge

Beginning in the 1995-96 school year, the science test will be added to the Ninth-grade Proficiency Tests Program. Any student graduating after September 15, 2000 will be required to pass the Ninth-grade Proficiency Test in Science, as well as the other tests in reading, writing, mathematics, and citizenship. This fact sheet provides information about the Ninth-grade Proficiency Test in science. The multiple-choice test is based on 20 learning outcomes developed by a committee consisting primarily of Ohio educators and adopted in 1994 by the State Board of Education. About 40% of the questions deal with acquiring scientific knowledge, and another 40% focus on processing scientific knowledge. The remaining 20% pertain to extending scientific knowledge, and test students' ability to apply knowledge and conceptual understanding to new situations. Student performance is assessed along the four strands of life science, physical science, earth and space science, and the nature of science. The 20 learning outcomes and the knowledge students need to demonstrate for each are listed. A field test of 10 items from the science assessment in 1994 indicated areas of high and low student performance. (SLD)

ED 403 324

TM 026 070

Practice Test for the Ohio Ninth-Grade Proficiency Tests.

Ohio State Dept. of Education, Columbus.

Pub Date—95

Note—46p.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Tests, Citizenship, Grade 9, *Graduation Requirements, *High School Students, High Schools, Mathematics Tests, Reading Tests, Science Tests, *State Programs, Test Items, *Testing Programs, Writing Tests

Identifiers—*Ohio Ninth Grade Proficiency Test, *Practice Tests

This practice test for the Ohio Ninth-grade Proficiency Tests consists of items similar to those that appear on the proficiency test. The writing section contains a prompt that asks the student to write about a hero or heroine. The reading test contains questions based on four reading selections and other reading skill questions not based on a reading passage. Twenty mathematics problems are included in the practice test, and 25 citizenship test items are presented. Some of these assess the ability to use graphic representations to solve problems. Sixteen science questions represent the science test. An answer sheet is included with the test booklet. (SLD)

ED 403 325

TM 026 071

Crocker, Linda Zieky, Michael

Joint Conference on Standard Setting for Large-Scale Assessments (Washington, D.C., October 5-7, 1994). Executive Summary, Volume I.

Aspen Systems Corp., Rockville, MD.

Spons Agency—National Assessment Governing Board, Washington, DC.; National Center for Education Statistics (ED), Washington, DC.

Pub Date—Oct 95

Note—34p.; For Volume II, the Proceedings, see TM 026 072.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop SSOP, Washington, DC 20402-9328.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Bias, Educational History, Educational Policy, *Educational Research, Educational Testing, *Research Methodology, Standards, Test Use, *Testing Programs, *Validity

Identifiers—*Large Scale Assessment, *Standard Setting

The National Assessment Governing Board and the National Center for Education Statistics sponsored a Joint Conference on Standard Setting for Large-Scale Assessments to provide a forum for technical and policy issues relevant to setting standards at local, state, and national levels. This executive summary conveys the essence of the conference by combining its information into major themes rather than merely providing abstracts of the papers. Renowned educators were invited to present papers on issues within historical, theoretical, methodological, application, or policy perspectives. The six major themes identified in their presentations were: (1) multiple meanings and uses of standards; (2) methods of setting standards; (3) new directions and technical issues in setting standards; (4) fairness and validity in setting standards; (5) problems and controversies; and (6) areas of agreement in setting and using standards. The conference did not result in professional consensus on how standards ought to be set for large-scale assessments, but it did bring together many of the people most active in the field of standard setting, and it did promote an understanding of the multifaceted issues involved in standard setting. Abstracts of 19 papers are attached. (Contains four references.) (SLD)

ED 403 326

TM 026 072

Crocker, Linda Zieky, Michael

Joint Conference on Standard Setting for Large-Scale Assessments (Washington, D.C., October 5-7, 1994). Proceedings, Volume II.

Aspen Systems Corp., Rockville, MD.

Spons Agency—National Assessment Governing Board, Washington, DC.; National Center for Education Statistics (ED), Washington, DC.

Pub Date—Oct 95

Note—436p.; For Volume I, the executive summary, see TM 026 071.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop SSOP, Washington, DC 20402-9328.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC18 Plus Postage.

Descriptors—*Academic Achievement, *Accountability, *Educational Assessment, Educational Improvement, Educational Policy, *Elementary Secondary Education, Program Evaluation, *Standards, Statistical Bias, Test Use, Testing Problems, Validity

Identifiers—*Large Scale Assessment, *Standard Setting

The National Assessment Governing Board and the National Center for Education Statistics sponsored a Joint Conference on Standard Setting for Large-Scale Assessments to provide a forum for technical and policy issues relevant to setting standards at local, state, and national levels. Volume I contains an executive summary of the conference and synopses of the conference papers. This volume comprises the papers prepared for the conference and summaries of the plenary sessions and small breakout sessions. Educators were invited to

present papers on issues within historical, theoretical, methodological, application, or policy perspectives. The 19 invited papers explore 6 major themes identified by the authors of the executive summary. These are: (1) multiple meanings and uses of standards; (2) methods of setting standards; (3) new directions and technical issues in setting standards; (4) fairness and validity in setting standards; (5) problems and controversies; and (6) areas of agreement in setting and using standards. While the conference did not result in consensus on how standards ought to be set for large scale assessments, it did bring together many experts in the field, and it did promote an understanding of the multifaceted issues involved in standard setting. Each paper contains references. (SLD)

ED 403 327 TM 026 252

Hoachlander, Gary. And Others

From Data to Information: New Directions for the National Center for Education Statistics. Synthesis Report.

MPR Associates, Berkeley, CA.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-96-878

Pub Date—Nov 96

Note—56p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Data Collection, Educational Administration, *Educational Research, Elementary Secondary Education, Federal Programs, Government Role, Higher Education, *Information Management, Policy Formation, Program Effectiveness, Program Evaluation, *Public Agencies, *Research Methodology, Statistical Analysis, Synthesis, User Needs (Information) **Identifiers**—*National Center for Education Statistics

In the fall of 1995 the National Center for Education Statistics (NCES) held a conference to stimulate dialogue about future developments in the fields of education, statistical methodology, and technology and the implications of these developments for the nation's education statistics program. This paper summarizes and synthesizes the results of this conference and a study the NCES undertook to clarify its responsibilities over the next decade. An introductory section provides a synopsis of the major themes and conclusions from the conference and its commissioned papers. The second section describes the current foundation of the NCES, outlining its core functions, operating principles, and program. The third section summarizes some new directions that the NCES could pursue to provide information for policy, research, and practice in American education and addresses some important methodological and technological opportunities. A concluding section affirms that the most fundamental change the NCES must make is to emerge as a provider of information services and systems rather than a primary collector and provider of data per se. Data collection that occurs independently of front-line administrative and teaching systems is likely to diminish in the future. An outline of the conference agenda is presented. (Contains five graphs and six references.) (SLD)

ED 403 328 TM 026 254

Campbell, Jay R. And Others

NAEP 1994 Trends in Academic Progress.

Achievement of U.S. Students in Science, 1969 to 1994; Mathematics, 1973 to 1994; Reading, 1971 to 1994; Writing, 1984 to 1994.

Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-97-095

Pub Date—Nov 96

Note—572p.; For Report in Brief, see TM 026 242.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors—Academic Achievement, Comparative Analysis, Educational Improvement, *Edu-

cational Trends, Elementary Secondary Education, Estimation (Mathematics), *Mathematics Achievement, National Surveys, Racial Differences, *Reading Achievement, Research Methodology, Science Education, *Sciences, Statistical Analysis, Trend Analysis, *Writing (Composition)

Identifiers—*National Assessment of Educational Progress

This report presents results of the National Assessment of Educational Progress (NAEP) 1994 trend assessments in science, mathematics, reading, and writing. To provide a numeric summary to students' performance on the assessments, the NAEP used a 0 to 500 scale for each subject area. Comparisons of average scale scores are provided across the years in which trend assessments have been administered and among subpopulations of students. Nationally representative samples totaling approximately 31,000 students were involved in the 1994 assessments. Descriptions of trend results are based on the results of statistical tests that consider the estimates of average performance in each year as well as the degree of uncertainty associated with the estimates. Each sequence of results was tested for linear and quadratic trends, and these tests were supported by tests that compared results for selected pairs of assessment years within each trend sequence. In science and mathematics, the early decline has been replaced by improved performance in recent years. The overall reading trend has been one of only minimal changes, while writing results have been mixed overall. A procedural appendix explains the methodology of the four assessments. (Contains 28 figures, 69 tables, and 12 appendix tables.) (SLD)

ED 403 329 TM 026 389

Geddes, Claire

Learning about Education through Statistics.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-96-871

Pub Date—96

Note—30p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Data Analysis, Data Collection, *Educational Research, *Elementary Secondary Education, *Higher Education, Information Dissemination, Longitudinal Studies, *National Surveys, Research Reports, *School Statistics, *Statistical Analysis, User Needs (Information)

Identifiers—Common Core of Data Program, *National Center for Education Statistics

A wealth of material about education in the United States is collected and released by the U.S. Department of Education's National Center for Education Statistics (NCES). The NCES gathers data on all aspects of education from across the country, organizes the data in useful forms, and releases the resulting surveys and studies as survey reports, information compendia, and special reports on specific topics. The NCES also participates in joint research activities with other organizations. It serves a wide variety of data users and presents its information in a variety of formats, including printed publications, postings on the Internet, and CD-ROM data sets. NCES studies cover the entire educational spectrum, providing facts and figures to help policymakers understand the condition of education in the country today, to give researchers a foundation of data on which to build, and to help teachers and administrators decide the best practices for their schools. Brief descriptions are given for the following NCES components and surveys: (1) Common Core of Data; (2) Private School Survey; (3) Schools and Staffing Survey; (4) National Assessment of Educational Progress; (5) Longitudinal Studies; (6) Integrated Postsecondary Education Data System; (7) National Study of Postsecondary Faculty; (8) Postsecondary Longitudinal Studies; (9) National Postsecondary Student Aid Study; (10) National Household Education Survey; (11) Library Surveys; (12) National Adult Literacy Survey; (13) Data on Vocational Education; and (14) International Education Statistics. Resource infor-

mation and a list of NCES publications are attached. (SLD)

ED 403 330 TM 026 390

Bandeira de Mello, Victor Broughman, Stephen P.

SASS by State, 1993-94 Schools and Staffing Survey: Selected State Results.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.; National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-96-312

Pub Date—96

Note—312p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Educational Research, *Elementary Secondary Education, Followup Studies, Institutional Characteristics, Longitudinal Studies, Policy Formation, *Principals, Private Schools, Public Schools, Questionnaires, Research Methodology, School Districts, *School Personnel, School Statistics, *State Departments of Education, State Programs, Tables (Data), Teacher Characteristics, Teacher Supply and Demand, *Teachers

Identifiers—*Schools and Staffing Survey (NCES)

The Schools and Staffing Survey (SASS) is conducted through questionnaires mailed to teachers, principals, and district administrators in a sample of the nation's public and private schools. First conducted in 1987-88, the SASS is now planned for every 5 years, with a teacher followup 1 year after each SASS. The SASS provides data on the country's elementary and secondary teaching force, teacher supply and demand, teacher workplace conditions, school administrators, and school policies and practices. A major purpose of the survey is to provide reliable and comparable state-level statistics on school and educator characteristics. The 1993-94 SASS drew a stratified probability sample of approximately 13,000 schools (9,330 public and 3,500 private), 65,600 teachers (52,000 public and 13,000 private), and 5,600 public school districts. This report focuses on public schools, highlighting some state-by-state data to inform state and local educators of policy and program issues they face. Five appendices provide state estimates from SASS, standard errors for tables, background information, data collection information, and definitions of terms used in the report. (Contains 73 tables and 92 figures.) (SLD)

ED 403 331 TM 026 391

Matheson, Nancy And Others

Educational Indicators: An International Perspective.

National Center for Education Statistics (ED), Washington, DC.; Pelavin Research Inst., Washington, DC.

Report No.—NCES-96-003

Pub Date—Nov 96

Note—321p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Academic Achievement, Comparative Analysis, Context Effect, Cross Cultural Studies, *Developed Nations, Education Work Relationship, *Educational Finance, *Elementary Secondary Education, Financial Support, Foreign Countries, Geography, Higher Education, International Education, International Studies, Mathematics, *Performance Factors, Reading, Sciences, Student Characteristics **Identifiers**—*Educational Indicators, *International Educational Indicators

This publication compiles a comprehensive set of educational indicators using data from a variety of sources and presents results of interest to a U.S. audience about education in the United States and other countries. International indicators provide the United States with an opportunity to compare its performance with that of other countries, to identify areas for improvement, and to suggest new approaches to producing a world-class educational system. The report presents data on many

countries, but the primary comparisons are among the Group of Seven (G-7) countries, seven industrialized nations with large economies: Canada, France, Germany, Italy, Japan, the United Kingdom, and the United States. The achievement indicators show that the performance of U.S. students is mixed. They perform well in reading in comparison with their peers in other countries, and less well in geography and science. Their weakest area relative to students in other countries is mathematics. The finance indicators presented in this publication show that public financial investment in education in the United States is among the highest of the G-7 countries on multiple measures. Indicators are divided into: (1) Participation and Student Flows; (2) Achievement and Attainment; (3) Education and Labor Market Destinations; (4) Contextual Factors; and (5) Societal Support for Education. (Contains 45 tables, 45 figures, and 15 references.) (SLD)

UD

ED 403 332 UD 030 923

Teens, Crime, and the Community: Education and Action for Safer Schools and Neighborhoods. Second Edition. [and] Teens, Crime, and the Community: Education and Action. National Crime Prevention Council, Washington, DC.; National Inst. for Citizen Education in the Law, Washington, DC.

Spons Agency—Office of Juvenile Justice and Delinquency Prevention (Dept. of Justice), Washington, D.C.

Report No.—ISBN-0-314-89357-1

Pub Date—92

Contract—90-JD-CX-K002(S-1)

Note—230p.; Published promotional materials and order forms relating to this textbook are appended.

Available from—International Thomson Publishing, 7625 Empire Dr., Florence, KY 41042; 800-347-7707.

Pub Type—Books (010) — Guides — Classroom — Learner (051)

EDRS Price — MF01/PC10 Plus Postage.

Descriptors—Adolescents, Child Abuse, *Community Programs, Conflict Resolution, *Crime, *Curriculum, Juvenile Justice, Knowledge Level, Prevention, Problem Solving, *Program Development, *Urban Youth, Violence

Identifiers—Acquaintance Rape

The *Teens, Crime, and the Community* Program presents practical information and problem-solving opportunities to help students develop the knowledge and skills necessary to deal with crime issues. The program and its curriculum advance the idea that teens can contribute energy and talent to the improvement of their communities. This text is part of a curriculum that includes case studies, surveys, role plays, small group exercises, and visual analysis activities. This edition builds on earlier editions, with new information, advice, and competency-building activities designed to help students understand the civic problem of crime and to take action to prevent it. The textbook contains the following chapters: (1) *Teens and Crime Prevention*; (2) *Victims of Crime*; (3) *Violent Crime*; (4) *Property Crime and Vandalism*; (5) *Criminal and Juvenile Justice*; (6) *Conflict Management*; (7) *Child Abuse*; (8) *Acquaintance Rape*; (9) *Substance Abuse and Drug Trafficking*; (10) *Drunk Driving*; and (11) *Shoplifting*. An appendix discusses designing an action project, and a glossary lists terms used in the text. Attached is "Teens, Crime and the Community: Education and Action" which contains related promotional materials and order forms. (SLD)

ED 403 333 UD 031 354

Koritz, Douglas, Ed. And Others

Crossing Boundaries: Collaborative Solutions to Urban Problems. Selected Proceedings of the National Conference on Urban Issues (1st, Buffalo, New York, November 11-13, 1994).

State Univ. of New York, Buffalo, Coll. at Buffa-

lo. Center for Multidisciplinary Applied Research in Urban Issues.

Pub Date—95

Note—270p.

Available from—State University of New York College at Buffalo, 1300 Elmwood Avenue, Buffalo, NY 14222-1095.

Pub Type—Collected Works — Proceedings (021) — Reports — Evaluative (142)

EDRS Price — MF01/PC11 Plus Postage.

Descriptors—Black Students, *Cooperation, *Disadvantaged Youth, Economic Factors, Elementary Secondary Education, Hispanic Americans, Minority Groups, Student Characteristics, Teacher Certification, *Teacher Education, *Teaching Methods, *Urban Problems, Urban Schools, Urban Teaching, Urban Youth

Selected papers are presented from a national conference on urban issues. They are: (1) "Collaboration as a Social Process: Inter-Institutional Cooperation and Educational Change" (Charles F. Underwood and Hardy T. Fry); (2) "Mobilizing the Village To Educate the Child" (Valerie Maholmes); (3) "Pathways to Teaching: An Urban Teacher Licensure Program" (Lucinda A. Chance, and others); (4) "Post-B.A. Paraprofessionals: Preparation for Urban Teachings" (June A. Gordon and Alice V. Houston); (5) "Training Teachers To Address the Question: Are Urban Students Different?" (Judith W. Simpson); (6) "The Relational Aspects of School, Family, and At-Risk Student Self-Esteem: A Qualitative Study" (Christee L. Jenlink); (7) "The Ghettoization of the African-American and the Potential for Economic Reform" (Curtis Haynes, Jr.); (8) "Patterns of Discourse Concerning Hispanic Students and Compensatory Education" (Theodora Lightfoot); (9) "Permanent Temporaries and Formal Casuals: Collaborative Solutions to the Urban Un/Underemployment Crisis" (M. Bahati Kuumba); (10) "The Massachusetts Avenue Project: Community Revitalization on Buffalo's West Side" (Gary S. Welborn); (11) "Homeownership as a Social Equalizer" (Ted P. Schmidt); (12) "Public Sector Unions and the Changing Urban Political Economy" (Lawrence G. Flood); (13) "Small Business Incubation as a Tool for Sustainable Economic Development in Inner-City Communities" (Thomas S. Lyons, Gregg A. Lichtenstein, and Sumedha Chhatre); (14) "The Role of the Black Church in Changing Times: Empowering the Community for Survival" (Sharon E. Moore); (15) "Values as an Intervening Variable in the Commission of Crime: A Call for the Collaboration of Systems" (Barbara Huddleston-Mattai); (16) "The Urban Neighborhood Collective: A Model for Empowerment through Space within the Inner-City Landscape" (A. David Nieves); (17) "Youth Violence and the Changing Family: A Study of Family Background Factors" (Eddie Davis); (18) "Diagnosis Critical: Policy Paradigms and Health Care of Urban African-Americans through the AIDS Era" (David McBride); (19) "Black Adolescent Identities, Multiculturalism and the Struggle for Representation in Urban Education" (Garrett A. Duncan); (20) "Afrocentric Strategies and their Promise for Solving Problems Affecting African-American Males in Urban Areas" (Ron Stewart); and (21) "Liberation Research and Project South: Weapons in the Hands of the Oppressed" (M. Bahati Kuumba, Jerome Scott, and Walda Katz-Fishman). Individual papers contain references. (SLD)

ED 403 334 UD 031 442

Gfroerer, Joseph

Preliminary Estimates from the 1995 National Household Survey on Drug Abuse. Advance Report Number 18.

Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Office of Applied Studies.

Report No.—SMA-96-3107

Pub Date—Aug 96

Note—142p.

Available from—National Clearinghouse for Alcohol and Drug Information (NCAD), P.O. Box 2345, Rockville, MD 20852; (800) 729-

6686.

Pub Type—Reports — Evaluative (142)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—Adolescents, Adults, *Drinking, *Drug Abuse, *Estimation (Mathematics), Illegal Drug Use, *Incidence, Marijuana, National Surveys, *Smoking, Tobacco, Trend Analysis

Identifiers—Hallucinogenic Drugs, *National Household Survey on Drug Abuse

This report presents the first results from the 1995 National Household Survey on Drug Abuse, an annual survey conducted by the Substance Abuse and Mental Health Services Administration. The survey provides estimates of the prevalence of use of a variety of illicit drugs, alcohol, and tobacco, based on a nationally representative sample of the civilian noninstitutionalized population aged 12 and older. In 1995, 17,747 people were interviewed for the survey. An estimated 12.8 million Americans were current illicit drug users, a figure that represents no change from the 1994 level, but which is lower than the 1979 high when the number was 25 million. Significant increases in past month marijuana and hallucinogen use occurred among youth between 1994 and 1995. In 1995, 52% of the population had used alcohol in the past month, but there were no changes in the rate of alcohol use between 1994 and 1995. An estimated 61 million Americans were current smokers in 1995, a smoking rate of 29%. Five appendixes discuss survey methodology and data and present references and detailed tables. (Contains 12 figures, 41 tables, and 58 references.) (SLD)

ED 403 335 UD 031 443

Hodges, Helene L. B.

Using Research To Inform Practice in Urban Schools. Ten Key Strategies for Success. Spotlight on Student Success. No. 103.

Mid-Atlantic Lab. for Student Success, Philadelphia, PA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[95]

Note—4p.

Available from—Mid-Atlantic Laboratory for Student Success, 9th Floor, Ritter Hall Annex, 13th Street and Cecil B. Moore Ave., Philadelphia, PA, 19122; phone: 800-892-5550; e-mail: lss@vm.temple.edu; http://www.temple.edu/departments/LSS.

Pub Type—Reports — Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Collegiality, Educational Practices, *Educational Research, Elementary Secondary Education, *Research Utilization, Shared Resources and Services, *Staff Development, Standards, *Teacher Attitudes, Teacher Education, Teacher Expectations of Students, *Theory Practice Relationship, *Urban Schools

Ten strategies used to facilitate use of research to inform practice in urban schools are reviewed in this digest. The strategies are: (1) using ongoing, building-based staff development (SD) programs to translate instructional research into practice; (2) planning SD programs collaboratively with district personnel to ensure their relevance to local needs; (3) incorporating training components that use demonstrations, practice, feedback, and coaching; (4) including opportunities for teachers to share ideas and attempt research in conjunction with other teachers; (5) designing SD programs to use methods validated by research and to target area of needed student improvement; (6) cultivating the notion that student outcomes can be improved through high standards and high expectations; (7) committing to long-term training to improve teachers' attitudes and knowledge of skills; (8) developing ongoing support systems to help teachers transfer new learning into practice; (9) assessing program effectiveness through teacher performance and student achievement; and (10) strengthening the link between the research community and teacher preparation programs. (SLD)

ED 403 336 UD 031 444

Wang, Margaret C. Oates, June

Fostering Resilience and Learning Success in Schools: The Learning City Program. Spotlight on Student Success. No. 102.

Mid-Atlantic Lab. for Student Success, Philadelphia, PA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[95]

Note—4p.

Available from—Mid-Atlantic Laboratory for Student Success, 9th Floor, Ritter Hall Annex, 13th Street and Cecil B. Moore Ave., Philadelphia, PA, 19122; phone: 800-892-5550; e-mail: lss@vm.temple.edu; <http://www.temple.edu/departments/LSS>

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Delivery Systems, Disadvantaged Youth, Elementary Secondary Education, Models, *Partnerships in Education, *Program Implementation, Shared Resources and Services, Student Attitudes, Teacher Attitudes, *Urban Schools

Identifiers—*Resilience (Personality), Stakeholders

The Learning City Program (LCP), based on research at the National Center on Education in the Inner Cities, was developed to promote the radical improvement of learning in city schools by linking schools with other learning environments, including homes, libraries, museums, the workplace, institutions of higher learning, and other public and private sector establishments. Fostering educational resilience through the LCP is supported by a delivery system that provides organizational and professional development support for achieving a high degree of implementation at school and classroom levels. LCP has been implemented at a middle school and elementary school in Philadelphia (Pennsylvania) and an elementary school in Houston (Texas). The LCP program focuses on student achievement, patterns of active learning and teaching, and positive attitudes of students and teachers. One of the implications that can be drawn from the work of the LCP so far is that program implementation must be a shared responsibility of all stakeholders at the grassroots level. It is also apparent that programs that work in one city can be models for others. For this reason, ways to share research information and experience must be developed. (Contains five references.) (SLD)

ED 403 337 UD 031 445

Zetlin, Andrea G.

School-University Partnership: Restructuring an Urban School. Spotlight on Student Success. No. 114.

Mid-Atlantic Lab. for Student Success, Philadelphia, PA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[96]

Note—4p.

Available from—Mid-Atlantic Laboratory for Student Success, 9th Floor, Ritter Hall Annex, 13th Street and Cecil B. Moore Ave., Philadelphia, PA, 19122; phone: 800-892-5550; e-mail: lss@vm.temple.edu; <http://www.temple.edu/departments/LSS>

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Ancillary School Services, Case Studies, *College School Cooperation, Compensatory Education, *Educational Change, Elementary Education, Higher Education, Limited English Speaking, Parent Participation, *Partnerships in Education, Reading Achievement, *School Restructuring, Social Services, *Urban Schools

Identifiers—20 20 Analysis, Education Consolidation Improvement Act Chapter I, *Los Angeles City Schools CA

The case study of the restructuring of an urban elementary school in Los Angeles (California), the Murchison Street School, in partnership with California State University is described. Of the school's

1,050 students, 67% were eligible for Chapter I funding at the start of the restructuring initiative. Over 3 years, parents, teachers, the community, and the university worked to create a school where children felt cared for and supported, and where social services were developed and coordinated so that students' needs were more fully met. The first step in the program was a 20/20 analysis to determine levels of reading achievement. Many students functioned below national norms in reading, and most students in the low 20% group were not enrolled in special education or intensive remediation. Students of limited English proficiency were among those most in need of remediation. School staff worked with university faculty to develop an action plan to enrich the literacy atmosphere, increase parent awareness and participation, and develop an integrated services center at the school site. Results from the literacy initiative, the parent center, and the integrated social services were evaluated. Student attendance has improved and parent participation has increased greatly. Teachers have begun to work in teams, and have developed new enthusiasm for improving achievement. (Contains four references.) (SLD)

ED 403 338 UD 031 446

Weissberg, Roger P. Shriver, Timothy P.

School-Based Prevention Programs: A Comprehensive Strategy. Spotlight on Student Success. No. 113.

Mid-Atlantic Lab. for Student Success, Philadelphia, PA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[96]

Note—4p.

Available from—Mid-Atlantic Laboratory for Student Success, 9th Floor, Ritter Hall Annex, 13th Street and Cecil B. Moore Ave., Philadelphia, PA, 19122; phone: 800-892-5550; e-mail: lss@vm.temple.edu; <http://www.temple.edu/departments/LSS>

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, Curriculum Development, Education, Elementary Secondary Education, *Integrated Services, *Interpersonal Competence, *Prevention, Program Development, *Social Development

Identifiers—*New Haven Public Schools CT, *School Based Services

Schools should build comprehensive programs that help children develop socially and emotionally. As a result, students will become competent in ways that can help them learn better and avoid problem behaviors. Comprehensive social and emotional development programs are based on the understanding that many different kinds of behaviors are caused by the same risk factors. Prevention programs are most effective when multiyear integrated efforts incorporate parent and community involvement. An ambitious prevention program has been in development for 6 years in New Haven (Connecticut). The program is for all students in kindergarten through grade 12, and it aims to promote social and emotional development. A curriculum was developed to provide classroom instruction targeting social development. School and community activities were then created to promote opportunities outside the classroom, and each school's mental health team worked to ensure the planning and implementation of programs. The project has reported reductions in problem behaviors and has been well received by students, teachers, and parents. The New Haven experience illustrates the importance of developmentally appropriate, integrated programs that address many aspects of student development. Student engagement and multilevel instruction are essential to an approach that supports full growth and development. (SLD)

ED 403 339 UD 031 447

Polite, Vernon C. Adams, Arlin Henry

Improving Critical Thinking through Socratic Seminars. Spotlight on Student Success. No. 110.

Mid-Atlantic Lab. for Student Success, Philadelphia, PA.

phia, PA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[96]

Note—4p.

Available from—Mid-Atlantic Laboratory for Student Success, 9th Floor, Ritter Hall Annex, 13th Street and Cecil B. Moore Ave., Philadelphia, PA, 19122; phone: 800-892-5550; e-mail: lss@vm.temple.edu; <http://www.temple.edu/departments/LSS>

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Students, *Conflict Resolution, *Critical Thinking, Ethnicity, Intermediate Grades, Junior High Schools, Middle Schools, Public Schools, *Questioning Techniques, Racial Differences, *Skill Development, Social Development, *Teacher Attitudes, White Students

Identifiers—Chattanooga Public Schools TN, *Middle School Students, Paideia, *Socratic Method

This research digest reports on the efforts of Socratic Seminar methodology at Lookout Valley Middle School, a small middle school in Chattanooga (Tennessee). An integral part of the Paideia Schools Movement among public schools in Chattanooga, Socratic Seminars are well-planned opportunities for middle school students to engage in intelligent discussions to scrutinize ideals, values, social issues, and principles. Socratic Seminars are fashioned after the instruction-through-questioning methodology of Socrates. They focus on a wide range of topics and are designed to enhance critical thinking. The Seminars were studied through interviews with eight teachers, observations at planning meetings and Seminars, and analysis of documents. Student data came from 34 participants. Most teachers were satisfied with the Seminars, although three felt that the ethnic pieces discussed were powerful but not relevant to the students at the school, which is 85% white. Teachers also thought that further training would be helpful. Student interviews indicated that the Seminars were effective in enhancing higher order thinking and conflict resolution. Students reacted best to topics that they found personally relevant. Overall findings suggest that the Socratic Seminars increased students' cognitive and social functioning. (SLD)

ED 403 340 UD 031 448**Improving Basic Programs Operated by Local Education Agencies. Policy Guidance for Title I, Part A.**

Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.

Pub Date—Apr 96

Note—411p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—*Compensatory Education, *Disadvantaged Youth, Educational Finance, Elementary Secondary Education, *Financial Support, Parent Participation, Preschool Education, Professional Development, Program Improvement, Resource Allocation, *School Districts, Standards, State Programs, Urban Schools

Identifiers—*Elementary Secondary Education Act Title I

Title I of the Elementary and Secondary Education Act (ESEA) of 1965 (with its reauthorizations) is designed to help disadvantaged children meet challenging content and performance standards. Part A of Title I provides financial assistance through State educational agencies to local education agencies (LEAs) to meet the educational needs of children who are failing or are at risk of failing to meet a state's standards in schools, children living in areas with high concentrations of low-income families, and children in local institutions for delinquent and neglected children. This document is a guide to help state and local agencies use Part A funds to support the coordination of Part A with other ESEA programs. The guide includes the following chapters: (1) State Educational Agency Allocation of Title I Funds to Local Educational Agencies for School Year 1996-97; Local Educa-

tional Agency Identification and Selection of School Attendance Areas and Allocation of Title I Funds to Those Areas or Schools; (2) Schoolwide Programs; (3) Targeted Assistance Schools; (4) Serving Preschool Children; (5) Parental Involvement; (6) Professional Development; (7) Providing Services to Eligible Private School Children; (8) Uses of Funds; and (9) Fiscal Requirements. Twenty-one examples illustrate the use of funds. (SLD)

ED 403 341 UD 031 449

Torbet, Patricia And Others

State Responses to Serious and Violent Juvenile Crime. Research Report.

National Center for Juvenile Justice, Pittsburgh, Pa.

Spons Agency—Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.

Report No.—NCJ-161565

Pub Date—Jul 96

Contract—95-JN-FX-K003

Note—76p.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—*Adolescents, Confidentiality, Correctional Rehabilitation, *Crime, Judges, Justice, Juvenile Courts, *Law Enforcement, Minority Groups, Responses, State Legislation, *State Programs, Telephone Surveys, Urban Areas, *Violence

Identifiers—*Juvenile Crimes, *Reform Efforts

State legislators across the country have responded with new efforts to change the authority and practice of the juvenile and criminal justice systems. Since 1992, 48 of the 51 state legislatures (including the District of Columbia) have made substantive changes to their juvenile justice laws. This report presents the first comprehensive analysis of these changes, as both an explanation of the reform process and a guide to those preparing new initiatives. Telephone surveys of justice practitioners in every state provided information about the changes that occurred as a result of new laws. Five common themes have emerged from the legislative analysis. The report is organized around these themes: (1) jurisdictional authority; (2) judicial disposition and sentencing authority; (3) correctional programming; (4) confidentiality of juvenile court records and proceedings; and (5) victims of juvenile crime. In general, justice for a subset of juveniles now involves increased eligibility for criminal, rather than juvenile, court processing and adult sanctions. The prosecutor is gaining an expanded role in system responses as the judge has less authority. These and other changes are expected to have considerable impact on minority youth. Each chapter contains references. (Contains 10 figures.) (SLD)

ED 403 342 UD 031 450

DeNavas, Carmen Cleveland, Robert W.

Money Income in the United States: 1995

(with Separate Data on Valuation of Non-cash Benefits). Current Population Reports, Consumer Income.

Bureau of the Census (DOC), Suitland, Md.

Pub Date—Sep 96

Note—105p.

Journal Cit—Current Population Reports; Series P-60 n193 Sep 1996

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Blacks, *Census Figures, *Economic Factors, *Ethnic Groups, Family (Sociological Unit), Hispanic Americans, *Income, Low Income Groups, Minority Groups, *Racial Differences, Tables (Data), Trend Analysis, Urban Areas, Whites

Identifiers—*Noncash Benefits

This report presents data on the income of households, families, and persons in the United States in calendar year 1995. These data were compiled from information collected under the March 1996 Current Population Survey that consisted of approximately 50,000 households nationwide. The income estimates in this report are based on money income

before taxes, although a separate section discusses the value of noncash benefits to household income. For the first time in 6 years, households in the United States experienced an annual increase in real median income, with an increase of 2.7% (plus or minus 1.0%) about the 1994 figure. White and black households experienced increases in the real median income between 1994 and 1995, but the median income of Hispanic households declined. Based on comparisons of 2-year moving averages, real median household income increased significantly for 11 states, but the remaining 39 states and the District of Columbia showed no significant change. The use of a fully adjusted income definition, one that includes the effect of taxes and non-cash benefits, lowered income inequality among ethnic groups, but did not result in an income change significantly different from that computed as money income. Table 9: "Educational Attainment—Total Money Earnings in 1995 of Persons 18 Years Old and Over..." (pages 34-37) is the only table dealing specifically with education-related factors. Four appendixes discuss definitions, research methodology, and estimation techniques. (Contains 2 figures, 6 text tables, and 12 detailed tables.) (SLD)

ED 403 343 UD 031 452

Rosenberg, Sam Theodore, Nikolas C.

The Job Seekers. A Spatial Analysis of the Employment Prospects Available to the Inner-City Unemployed.

Chicago Urban League, Ill.

Pub Date—Feb 92

Note—84p.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Demography, *Education Work Relationship, Elementary Secondary Education, *Employment Opportunities, Employment Patterns, Geographic Regions, Higher Education, *Inner City, *Job Applicants, Labor Market, *Unemployment, Urban Areas, *Urban Youth

Identifiers—*Illinois (Chicago)

This analysis of unemployment in Chicago (Illinois) focuses on geography as an aspect of employment accessibility. Part 1 analyzes the labor skills and employment needs of inner city unemployed using information from applications to the Chicago Urban League's Department of Employment, Counseling, and Training. The demographic characteristics of the unemployed in 1965-66 are compared to those of the unemployed in 1988-89. Current applicants are young and relatively well-educated when compared to those of 1965. They have work experience, but it is often in jobs of short duration. Those who are highly educated seem to have less access to professional positions than did similarly educated applicants 25 years ago, and comparably educated male applicants are more likely to work in unskilled jobs than were applicants 25 years ago. Manufacturing firms are more likely to provide long-term employment but the job base in the area is shifting to services, where jobs are generally short-term. Part 2 identified potential employment prospects in close proximity to Chicago inner-city unemployed by analyzing zones that can be reached by public transportation. The current public transportation system is poorly designed to meet the needs of the urban poor. Appendixes compare types of jobs and list the ZIP codes of two Chicago zones. (Contains 17 maps and 46 tables.) (SLD)

ED 403 344 UD 031 453

Anderson, Rachel

Use of State Chapter 1 Funds in the Chicago Public Schools Districts 6 and 8.

Chicago Urban League, Ill.

Spons Agency—Joyce Foundation, Chicago, IL.

Pub Date—May 95

Note—27p.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Budgeting, Class Size, *Compensatory Education, Disadvantaged Youth, *Educational Finance, Elementary Education, *Expenditures, Financial Support, Inner City, Parent Participation, Public Schools, *Re-

source Allocation, *State Aid, State Programs, Urban Schools

Identifiers—*Chicago Public Schools IL, *Education Consolidation Improvement Act Chapter 1

This report provides an overview of the importance of State Chapter 1 funds to schools in the most impoverished neighborhoods of Chicago (Illinois), schools that serve the city's most disadvantaged children. It documents the central role of programs in Chicago schools paid for with these funds, underscoring the importance of finding ways to balance the budget for schools that do not use State Chapter 1 funds for that purpose. Schools use these funds for the extension and development of a variety of programs. They permit the reduction of class sizes to allow for more individual attention. Schools have also used Chapter 1 funds to develop fine arts programs, after-school programs, and programs to increase parent participation in areas that include tutoring, monitoring, escorting students, and clerical duties. The report also discusses in detail how 19 Chicago elementary schools used State Chapter 1 funds. The information, which came from interviews with the principals, provides the following for each school: (1) school description; (2) use of funds; and (3) a case study of educational improvement. (SLD)

ED 403 345 UD 031 454

The Changing Economic Standing of Minorities and Women in the Chicago Metropolitan Area 1970-1990. Final Report.

Chicago Urban League, Ill.; Latino Inst., Chicago, IL.; Northern Illinois Univ., De Kalb.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.

Pub Date—94

Note—74p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Asian Americans, Blacks, Census Figures, Change, *Economic Factors, Educational Attainment, Ethnic Groups, *Females, Hispanic Americans, Income, Labor Force, *Minority Groups, *Poverty, *Socioeconomic Status, Suburbs, *Urban Areas

Identifiers—*African Americans, *Illinois (Chicago Metropolitan Area), Latinos

This report uses figures from the 1990 Census to present a detailed and comprehensive picture of the changes that occurred in the economic standing of women and minorities during the 1970s and 1980s in the six-county Chicago (Illinois) metropolitan area. The terms African American, Asian American, Latino, and White are used to describe the city's major racial/ethnic groups. During this period, the large economic disparities between the Chicago area's African American and Latino populations and its Whites remained basically unchanged or actually widened as measured by family income, poverty, children in poverty, labor force participation, unemployment, high school completion (figure 8, pages 22-23), and college completion (figure 9, pages 24-25). Minority populations in the suburbs generally retained their higher economic status relative to their counterparts in the city. The large economic disparities between female-headed households and all other households also remained largely unchanged over these years. Female-headed households continued to experience much higher rates of poverty than other households. Appendixes contain a table of data for the metropolitan area and definitions of the population groups and economic indicators. (Contains 12 figures.) (SLD)

ED 403 346 UD 031 458

Clewell, Beatriz Chu And Others

Systemic Reform in Mathematics and Science Education: An Urban Perspective.

Urban Inst., Washington, D.C.

Spons Agency—National Science Foundation, Arlington, VA. Directorate for Education and

Human Resources.
Pub Date—15 Dec 95
Contract—RED-9452967
Note—99p.

Pub Type—Information Analyses (070)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Demography, Disadvantaged Youth, *Educational Change, Educational Finance, *Educationally Disadvantaged, Elementary Secondary Education, *Mathematics Education, *Science Education, Standards, Teacher Supply and Demand, *Urban Education, Urban Schools

Identifiers—*Reform Efforts

Studies of urban student performance in mathematics and science are reviewed in order to identify factors and processes that might improve student achievement. The first part of this review describes the urban context for education reform, beginning with a description of the demographic characteristics of urban students. The resource context is reviewed as it has been studied, considering community and family conditions, the availability and flow of teachers, the financial resources of urban school districts, and special programs for educationally disadvantaged students. The second part of the review describes systemic reform efforts from an urban perspective and examines literature related to current reforms and merging effective strategies for teaching inner-city youth. A final section presents conclusions based on the review. The review makes it evident that in implementing standards-based systemic reform, urban school systems face greater challenges than do other school systems. With a majority of students from disadvantaged backgrounds and fewer resources with which to implement change, urban schools are in a double bind. For urban students to achieve at high levels, their schools must be better than those in other communities. The reform of teaching and learning approaches holds the most promise for bringing about reform. An appendix contains tables of city, school district, and reform effort data. (Contains 4 tables and 336 references.) (SLD)

ED 403 347 UD 031 459

Kahn, Joan R. Berkowitz, Rosalind E.

Sources of Support for Young Latina Mothers. Urban Inst., Washington, D.C.

Spons Agency—Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.

Pub Date—16 Aug 95

Contract—HHS-100-92-0005

Note—94p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Economic Factors, Females, *Financial Support, *Hispanic Americans, Housing, *Immigrants, Income, Minority Groups, *Mothers, Place of Residence, *Poverty, *Welfare Recipients, Young Adults

Identifiers—*Latinas

The support strategies used by young Latina mothers in the United States were studied. One focus was on the young mothers' living arrangements, and the other was how young mothers support themselves and their children through employment or public assistance. The analysis is based on data from the 1990 U.S. Census for 5,280 teen mothers and 23,151 young mothers aged 20 to 24. No single pattern characterized all the Latino subgroups, although Puerto Rican mothers were worse off than others. Cuban mothers had the highest household incomes. Results also suggest a distinctive immigrant strategy, especially for Mexicans, so that foreign-born mothers are more likely than their U.S. born counterparts to rely on family resources. The most vulnerable young mothers appear to be teenagers raising children on their own. Those living with a spouse or other adults are better off, but neither marriage nor living with family members can protect large numbers of minority families from poverty. Appendixes contain tables giving an overview of Latina mothers' characteristics.

(Contains 29 figures, 23 appendix tables, and 10 references.) (SLD)

ED 403 348 UD 031 461

Heller, Rafael

What Affirmative Action? Where Are the Minority Educators in the Metropolitan Chicago Schools?

Chicago Urban League, Ill.; Latino Inst., Chicago, IL.

Spons Agency—Spencer Foundation, Chicago, Ill.

Pub Date—[92]

Note—59p.; Foreword by Gary Orfield.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Affirmative Action, Elementary Secondary Education, *Employment Patterns, Enrollment, Equal Opportunities (Jobs), Inner City, *Minority Group Teachers, Neighborhood Integration, Racial Composition, School Segregation, *Suburban Schools, *Teacher Supply and Demand, *Urban Areas, Urban Schools

Identifiers—*Illinois (Chicago Metropolitan Area)

Teacher employment patterns in metropolitan Chicago (Illinois) were studied using data from the Illinois State Board of Education. Findings show no signs of affirmative action in many of the region's rapidly growing school systems. In many of the metropolitan area's districts, there is a persistence of segregated employment patterns and the exclusion of minority professionals. A review of hiring patterns in the districts around the city show that no progress is being made in improving minority representation on faculties. Since 1980, suburban minority enrollment has grown to 24.5% of the total, but the minority teaching force has risen only 0.6% to 5.8%. The Chicago suburbs employ nearly 64% of the region's teachers but only 16% of the black teachers. Although 1 in 12 suburban students is Hispanic, only 1 in 100 suburban teachers is Latino. Almost 1 in 12 suburban students is Asian, only 1 of 1,100 principals is from an Asian background. The residential segregation of the area means that few minority teachers are likely to be living in the suburban districts. Nevertheless, residential patterns are more dependent on job opportunities than they are responsible for them. Suburban Chicago schools should make the extra effort necessary to attract and hire minority teachers. Appendixes present tables on enrollment, staffing by county, and suburban staffing by districts. (Contains eight figures, three appendix tables, and six references.) (SLD)

ED 403 349 UD 031 462

Lewis, James H.

Preserving Privilege: Inequity of the Illinois Education Finance System.

Chicago Urban League, Ill.

Spons Agency—Joyce Foundation, Chicago, IL.

Pub Date—Oct 95

Note—42p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Educational Equity (Finance), Elementary Secondary Education, *Equalization Aid, *Finance Reform, Financial Support, Low Income Groups, Residential Patterns, *Resource Allocation, *School District Wealth, School Districts, *State Aid, State Legislation, State Programs, Tax Allocation

Identifiers—*Illinois, Reform Efforts

The system for financing education in Illinois fails to deliver sufficient resources to the school districts that need them most. Although no individual or administrative unit acts to deprive particular groups, the system as a whole does. Using Census figures, state and local tax records and information from the Illinois Board of Education, this report documents how the current system that relies on local property wealth protects the interests of well-educated, wealthy communities that can create islands of exceptionally well-financed schools. Residential segregation means that families with

low incomes tend to be segregated from those with high incomes. The current state education finance system relies on a combination of local property tax revenues and funds distributed by the state. In fiscal year 1994, 59% of education revenues in Illinois came from local property taxes, while less than 33% came from state sources. The state's General Assembly helps compensate low-income districts, but does not do so sufficiently because it distributes too little money to overcome differences in property value between high and low property wealth districts. The people of Illinois, and lawmakers in particular, must begin to view state and local financial resources as part of a single system, and the state government must take greater responsibility for equalizing educational resources across districts. An appendix contains a table of districts by various categories. (Contains 32 figures.) (SLD)

ED 403 350 UD 031 464

Gamoran, Adam

Improving Opportunities for Disadvantaged Students: Changes in S4 Examination Results, 1984-1990. CES Briefing No. 6.

Economic and Social Research Council, Edinburgh (Scotland). Centre for Educational Sociology.

Pub Date—Jul 96

Note—5p.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, *Disadvantaged Youth, *Educational Change, Educationally Disadvantaged, *Equal Education, Foreign Countries, *National Curriculum, Secondary Education, *Social Class, Socioeconomic Status, Test Results

Identifiers—Reform Efforts, *Scotland

In the 1980s Standard Grade curricula replaced Ordinary Grade curricula as the main academic course of study in the last 2 years of compulsory schooling (S3 and S4) in Scotland. This brief report examines the impact of the Standard Grade reform, focusing on changes in inequality of attainment for students from different social origins. It is based on analyses of examination scores in English, mathematics, and science, the first subjects to be introduced in the new curriculum. Data are from the Scottish Young People's Surveys of students who completed S4 in 1984, 1986, 1988, and 1990. The sample totalled 20,756 students in 412 schools. During the period in which Standard Grade was introduced, the gap between advantaged and disadvantaged students decreased. This inequality declined more rapidly in the schools that implemented Standard Grade first. Inequality declined because students from lower social class backgrounds had better opportunities to take academic courses. The drop in inequality is likely to be due in part to the new curriculum. Inequalities in gaining awards (successful course completion) declined, but inequalities in the top awards did not change significantly. Students from higher social class backgrounds maintained their advantage at the top levels of examination scores. Results suggest that curriculum reform can be an effective strategy for change, but that it does not fully resolve the problem of educational inequality. (SLD)

ED 403 351 UD 031 465

Bienvenido a los Estados Unidos. Una Guía para Refugiados (Welcome to the United States. A Guide for Refugees). First Edition.

Economic and Social Research Council, Edinburgh (Scotland). Centre for Educational Sociology.

Spons Agency—Department of State, Washington, DC. Bureau of Population, Refugees, and Migration.

Pub Date—96

Note—100p.; For English version, see ED 402 361.

Available from—Refugee Service Center, Center for Applied Linguistics, 118 22nd Street N.W., Washington, DC 20037 (English and other language versions; (202) 429-9292; fax: (202)

659-5641).

Language—Spanish

Pub Type—Guides - Non-Classroom (055)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Acculturation, Adult Education, Civil Rights, Cultural Awareness, *Elementary Secondary Education, Employment, Health, Housing, *Immigrants, Immigration, Language Proficiency, *Refugees, Relocation, *Social Services, *Spanish, Spanish Speaking

This guidebook provides Spanish-speaking refugees being resettled in the United States with general information about what they will encounter and the services they can receive in their first months in the country. This is the Spanish version, and is available in several other languages. The book is distributed to overseas processing agencies, refugees overseas who have been approved for U.S. admission, and service providers. Refugees are advised that most Americans value self-reliance and individual responsibility, but that in general people respect those who ask questions about the new culture they are entering. All refugees are assigned to a relocation agency as they arrive in the United States, and housing is made available for the first month. The following topics are addressed: (1) pre-arrival processing; (2) the role of the resettlement agency; (3) community services; (4) housing; (5) transportation; (6) employment; (7) education; (8) health; (9) managing your money; (10) rights and responsibilities of refugees; and (11) cultural adjustment. Among the topics discussed is that of the U.S. educational system, both for children and adults. A general outline of the public school system includes a discussion of the U.S. tradition of public participation in education. A map of the United States is included. (SLD)

ED 403 352

UD 031 466

Winters, Paul A., Ed.

Teen Addiction, Current Controversies Series.

Report No.—ISBN-1-56510-535-4

Pub Date—97

Note—164p.

Available from—Greenhaven Press, Inc., P.O. Box 289009, San Diego, CA 92198-9009 (paperback: ISBN-1-56510-535-4; library-bound: ISBN-1-56510-536-2).

Pub Type—Books (010) — Collected Works - General (020) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Adolescents, Alcoholism, *Drug Addiction, Etiology, *Prevention, *Smoking, *Social Problems, *Substance Abuse, Tobacco, Urban Youth

The Current Controversies series explores social, political, and economic controversies that dominate the national and international scenes today from a variety of perspectives. Recent surveys have shown that, after years of decline, drug use among teenagers has increased during the 1990s, and that alcohol and tobacco use have remained unacceptably high. Identifying the causes of teen substance use and dependence plays an important part in the prevention of addiction among teenagers. Health experts agree that there are many overlapping causes. The 29 papers in this collection, grouped into 4 chapters, examine the causes of teenage drug use and addiction and explore solutions to this problem. The chapters are: (1) "What Are the Causes of Teenage Addiction?"; (2) "Is Teenage Substance Abuse a Serious Problem?"; (3) "How Can Teenage Addiction Be Prevented?"; and (4) "Can Regulation of Tobacco Marketing Prevent Teenage Addiction to Cigarettes?" A list of 17 organizations to contact for further information is included. (Contains 38 references.) (SLD)

ED 403 353

UD 031 467

Szumski, Bonnie, Ed.

International America. Opposing Viewpoints Series.

Report No.—ISBN-1-56510-392-0

Pub Date—96

Note—237p.

Available from—Greenhaven Press, Inc., P.O. Box 289009, San Diego, CA 92198-9009 (paperback: ISBN-1-56510-392-0; library-bound:

ISBN-1-56510-393-9).

Pub Type—Collected Works - General (020) — Information Analyses (070) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Achievement, Affirmative Action, *Blacks, *Conflict, Critical Thinking, *Ethnic Groups, *Immigrants, Immigration, *Minority Groups, Racial Bias, *Racial Differences, Racial Discrimination, Social Problems, Urban Problems, Whites

Identifiers—*Interracial Family

Books in the Opposing Viewpoints Series present debates about current issues that can be used to teach critical reading and thinking skills. The varied opinions in each book examine different aspects of a single issue. The topics covered in this volume explore the racial and ethnic tensions that concern many Americans today. The racial divide exemplified in reaction to the O. J. Simpson verdict has brought about a re-examination of race in the United States. Many people see that America is divided by ethnic and minority interests and the competition between groups, while others argue that interracial conflicts are less serious. The 26 viewpoints in this collection present competing views about these issues and are divided into the following chapters: (1) "Should America's Racial Differences Be Emphasized?"; (2) "Is Racism To Blame for Blacks' Lack of Success?"; (3) "Will Immigration Lead to an Interracial Crisis?"; (4) "How Has Affirmative Action Affected Race Relations?"; and (5) "How Should Society Treat Interracial Families?" A list of related periodicals follows each chapter. (Contains 11 figures, a list of 20 resource organizations, and 46 references.) (SLD)

ED 403 354

UD 031 468

Leone, Bruno, Ed.

Poverty, Opposing Viewpoints Series.

Report No.—ISBN-1-56510-065-4

Pub Date—94

Note—288p.

Available from—Greenhaven Press, Inc., P.O. Box 289009, San Diego, CA 92198-9009 (paperback: ISBN-1-56510-065-4; library-bound: ISBN-1-56510-066-2).

Pub Type—Books (010) — Collected Works - General (020) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Causal Models, Definitions, *Disadvantaged Youth, *Government Role, *Low Income Groups, Minority Groups, *Poverty, Social Problems, Urban Problems, *Welfare Recipients

Identifiers—Reform Efforts, *Underclass, United States

Books in the Opposing Viewpoints Series present debates about current issues that can be used to teach critical reading and thinking skills. The varied opinions in each collection explore aspects of a social, cultural, or political issue. A great deal of money has been spent in this country to eradicate poverty, but the problem remains. Some people quarrel with the definition of poverty, while others think that the situation is worse than is usually represented. The national dilemma of finding a balance between helping those who cannot help themselves and taking over responsibility for those who could be helping themselves is explored in 36 papers organized into the following 5 chapters: (1) "Is Poverty a Serious Problem in the United States?"; (2) "What Are the Causes of Poverty?"; (3) "Why Does Poverty Disproportionately Affect Certain Groups?"; (4) "Why Does an American Underclass Exist?"; and (5) "Can Government Efforts Alleviate Poverty?" Each chapter contains references to periodical articles. A 46-item "Bibliography of Books" is included at the end. Sixteen organizations that can be consulted for further topic are also listed. (SLD)

ED 403 355

UD 031 469

Cozic, Charles P., E.; Winters, Paul A., Ed.

Welfare, Opposing Viewpoints Series.

Report No.—ISBN-1-56510-519-2

Pub Date—97

Note—208p.

Available from—Greenhaven Press, Inc., P.O.

Box 289009, San Diego, CA 92198-9009.

Pub Type—Books (010) — Collected Works - General (020) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Critical Thinking, *Delivery Systems, *Disadvantaged Youth, Economic Factors, *Economically Disadvantaged, Employment Opportunities, Job Development, *Low Income Groups, Poverty, *Social Problems, *Welfare Recipients, Welfare Services

Identifiers—*Dependency (Economics), *Reform Efforts, Welfare Reform

Books in the Opposing Viewpoints Series present debates about current issues that can be used to teach critical reading and thinking skills. The opinions expressed in the selections in each series title examine many different aspects of a single issue. Detractors of the welfare system have long argued that the system promotes dependency. They argue that the only way to encourage the welfare-dependent poor to obtain jobs is to end the welfare system. Welfare advocates argue that welfare does not provide a comfortable standard of living, and that Aid to Families with Dependent Children pays less than half the amount necessary for a typical family to subsist. Defenders of welfare argue that only the creation of good paying jobs and relief of economic hardship will make the welfare system unnecessary. The 28 papers in this collection are grouped into the following 4 chapters: (1) "Is Welfare Necessary?"; (2) "Does Welfare Encourage Dependency?"; (3) "Is Abuse of the Welfare System a Serious Problem?"; and (4) "How Should the Welfare System Be Reformed?" A bibliography of periodical articles follows each chapter, and a 32-item list of books is included at the end of the book. Thirteen organizations that can be consulted for further information are listed. (SLD)

ED 403 356

UD 031 470

Roffe, Tamara L., Ed.

The Homeless, Opposing Viewpoints Series.

Report No.—ISBN-1-56510-360-2

Pub Date—96

Note—240p.

Available from—Greenhaven Press, Inc., P.O. Box 289009, San Diego, CA 92198-9009.

Pub Type—Books (010) — Collected Works - General (020) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Budgeting, Critical Thinking, *Deinstitutionalization (of Disabled), Economic Factors, *Economically Disadvantaged, Etiology, *Government Role, *Homeless People, *Housing, Low Income Groups, Mental Disorders, Social Problems, *Urban Problems

Books in the Opposing Viewpoints Series present debates about current issues that can be used to teach critical reading and thinking skills. The variety of opinions expressed in this collection of articles and book excerpts explore many aspects of the problem of homelessness. According to a 1994 report by the U.S. Conference of Mayors, the number of homeless people at that time was growing at more than 5% a year. Even those who agree about the extent of homelessness disagree about the cause of the perceived increase. Suggested reasons include economic conditions, budget cuts that affected welfare and unemployment, personal choice, and the deinstitutionalization of many people formerly in mental hospitals. All of these factors are among the topics discussed in the 33 papers of this collection, grouped into 5 chapters: (1) "Is Homelessness a Serious Problem?"; (2) "What Are the Causes of Homelessness?"; (3) "What Housing Options Would Benefit the Homeless?"; (4) "How Can Society Help the Homeless?"; and (5) "How Can the Government Help the Homeless?" Each chapter contains references to periodical articles, and a bibliography of 68 books is included at the end. Twenty-two organizations that can be consulted for further information are listed. (SLD)

ED 403 357

UD 031 471

Cozic, Charles P., Ed.

Gangs, Opposing Viewpoints Series.

Report No.—ISBN-1-56510-362-9

Pub Date—96

Note—191p.

Available from—Greenhaven Press, Inc., P.O. Box 289009, San Diego, CA 92198-9009 (paperback: ISBN-1-56510-362-9; library-bound: ISBN-1-56510-363-7).

Pub Type—Books (010) — Collected Works - General (020) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Adolescents, Attitudes, Behavior Patterns, Critical Thinking, *Delinquency, Economic Factors, Inner City, *Juvenile Gangs, Juvenile Justice, Peer Groups, Personal Narratives, Urban Problems, *Urban Youth

Books in the Opposing Viewpoints Series present debates about current issues that can be used to teach critical reading and thinking skills. The variety of opinions expressed in this collection of articles and book excerpts explore many aspects of juvenile gangs. Some youths join gangs of their own free choice, to satisfy ego or greed. Others are impelled by the socioeconomic and environmental factors that attract young people to gangs. Joining a gang may be more a conditioned response to the experience of growing up in the inner-city than a free choice. Some argue that joining a gang is a predictable consequence of urban life. The 25 selections in this collection consider the influences attracting youth to gangs and assess America's gang problems in the following chapters: (1) "What Encourages Gang Behavior?"; (2) "How Serious a Problem Are Gangs?"; (3) "How Can Street Gangs Be Controlled?"; and (4) "Personal Narratives: How Do Gang Members View Themselves?" Each chapter contains a list of periodical references. (Contains 1 figure, 1 table, a list of 18 resource organizations, and 47 references.)(SLD)

ED 403 358

UD 031 472

Swisher, Karin L., Ed.

Single-Parent Families. At Issue Series.

Report No.—ISBN-1-56510-543-5

Pub Date—97

Note—110p.

Available from—Greenhaven Press, Inc., P.O. Box 289009, San Diego, CA 92198-9009 (paperback: ISBN-1-56510-543-5; library-bound: ISBN-1-56510-544-3).

Pub Type—Books (010) — Collected Works - General (020) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Births to Single Women, Crime, Divorce, *Economically Disadvantaged, *Family Structure, Low Income Groups, *Mothers, *One Parent Family, Poverty, *Social Problems, Urban Problems, Urban Youth, Violence

Many commentators have expressed alarm over the increase in the number of single-parent families in the United States over the past four decades. The growth in single-parent families has been fueled by a rise in the number of out-of-wedlock births. Whether children are more likely to suffer social and economic problems when raised by one parent rather than two is a central theme explored in this anthology, which contains the following selections: (1) "Single-Parent Families Are Harmful" (Barbara Dafoe Whitehead); (2) "Divorce Harms Children" (Karl Zinsmeister); (3) "Single-Parent Families Contribute to Violent Crime" (Wade C. Mackey); (4) "Single-Parent Families Contribute to the Breakdown of Society" (Jean Bethke Elstain); (5) "Fathers Are Important to Families" (David Blankenhorn); (6) "The Harmful Effects of Single-Parent Families Are Exaggerated" (Arlene Skolnik and Stacey Rosencranz); (7) "Single-Parent Families Have Been Unfairly Stigmatized" (Iris Marion Young); (8) "The Harm Caused by Unwed Mothers Is Exaggerated" (Clarence Page); (9) "Single Mothers Are Unfairly Blamed for Poverty" (Holly Sklar); and (10) "Single Motherhood Is a Legitimate Choice" (Katha Pollitt). (Contains a list of 10 resource organizations and 50 references.)(SLD)

ED 403 359

UD 031 473

Cozic, Charles P., Ed.

Welfare Reform. At Issue, An Opposing Viewpoints Series.

Report No.—ISBN-1-56510-545-1

Pub Date—97

Note—112p.

Available from—Greenhaven Press, Inc., P.O. Box 289009, San Diego, CA 92198-9009.

Pub Type—Books (010) — Collected Works - General (020) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Births to Single Women, *Delivery Systems, *Economically Disadvantaged, *Employment Opportunities, Expenditures, Federal Legislation, Immigrants, *Low Income Groups, Poverty, *Program Development, Program Implementation, Welfare Recipients, Welfare Services

Identifiers—Aid to Families with Dependent Children, *Reform Efforts, *Welfare Reform Efforts to reform the welfare system in the United States have been gaining momentum since the late 1980s. Critics have been arguing that states should receive federal waivers to create their own programs to encourage welfare recipients to find work. The thrust of the 1996 welfare reform act transfers control over welfare spending to the states. Although selections in this anthology were written before the passage of the Personal Responsibility and Work Opportunity Reconciliation Act, they present cogent arguments for and against measures in the Act and other proposed reforms of the welfare system. The following essays are included: (1) "Poor Women and Children Need Welfare" (Betty Reid Mandell); (2) "Welfare Reform Is a Mistake" (The Women's Alliance); (3) "Welfare Reform Violates Women's Rights" (Mimi Abramovitz); (4) "Welfare Reform Must Protect Children and Legal Immigrants" (Bill Clinton); (5) "Welfare Reform Is Necessary" (Robert Rector); (6) "Welfare Reform Should Emphasize Family Unity" (Karl Zinsmeister); (7) "Welfare Reform Must Address the Crisis of Illegitimacy" (William J. Bennett); and (8) "Welfare Should Be Eliminated" (Michael Tanner). Eleven organizations are listed as resources to contact for further information. (Contains 1 table, 9 graphs, and 28 references.)(SLD)

ED 403 360

UD 031 474

Sadler, A. E., Ed.

Juvenile Crime. Opposing Viewpoints Series.

Report No.—ISBN-1-56510-545-X

Pub Date—97

Note—221p.

Available from—Greenhaven Press, Inc., P.O. Box 289009, San Diego, CA 92198-9009 (paperback: ISBN-1-56510-545-X; library-bound: ISBN-1-56510-546-8).

Pub Type—Books (010) — Collected Works - General (020) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Adolescents, Causal Models, Children's Rights, Critical Thinking, *Delinquency, Economic Factors, Etiology, Incidence, Juvenile Gangs, *Juvenile Justice, Social Problems, Urban Problems, *Urban Youth, *Violence

Identifiers—*Juvenile Crime

Books in the Opposing Viewpoints Series present debates about current issues that can be used to teach critical reading and thinking skills. The variety of opinions expressed in this collection of articles and book excerpts explores many aspects of juvenile crime. It is a commonly held view that the number of crimes committed by juveniles is increasing and that the perpetrators are getting younger. Some argue that the extent of the juvenile crime problem has been exaggerated, and others question the reliability of statistics supporting the alleged increase. However, the popular perception of a rising tide of youth violence persists. What to do about this problem, and how to handle juvenile offenders are central to any discussion of youth crime. Whether juveniles should be tried and sentenced as adults is among the central issues explored in this collection of 28 selections in the following 4 chapters: (1) "Are Juvenile Crime and Violence Increasing?"; (2) "What Causes Juvenile Crime and Violence?"; (3) "What Factors Contribute to Gang-Related Juvenile Crime?"; and (4) "How Can Juvenile Crime Be Combated?" Each chapter contains a list of periodical references.

(Contains 1 table, 10 figures, a list of 21 resource organizations, and 51 references.)(SLD)

ED 403 361

UD 031 475

Cozic, Charles P., Ed.

Illegal Immigration. Opposing Viewpoints Series.

Report No.—ISBN-1-56510-513-3

Pub Date—97

Note—207p.

Available from—Greenhaven Press, Inc., P.O. Box 289009, San Diego, CA 92198-9009.

Pub Type—Books (010) — Collected Works - General (020) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Critical Thinking, Disadvantaged Youth, *Economic Factors, Federal Legislation, *Government Role, *Immigration, Migrants, Public Policy, Refugees, Social Problems, *Undocumented Immigrants, Urban Problems, Welfare Recipients, *Welfare Services

Books in the Opposing Viewpoints Series present debates about current issues that can be used to teach critical reading and thinking skills. The variety of opinions expressed in this collection of articles and book excerpts explore many aspects of illegal immigration. Contrary depictions of the aspirations and attitudes of illegal immigrants fuel the debate over illegal immigration. Many argue that the government should adopt measures to make it less attractive to come to the United States or to remain in this country illegally. Others agree that it is necessary to discourage illegal immigrants from entering America, but they argue that the government should not punish those who are already residing in the United States. Central to the discussion is the issue of the use of public services and benefits by illegal immigrants. Factors that attract illegal immigrants and measures to deter them are discussed in the 24 selections in this collection, grouped into the following chapters: (1) "Would New Measures Targeting Illegal Immigrants Be Fair?"; (2) "Do Illegal Immigrants Harm America?"; (3) "How Should America Respond to Illegal Immigration?"; and (4) "Are Illegal Immigrants Being Victimized?" A bibliography of periodical articles follows each chapter, and a bibliography of 28 books appears at the end. Fourteen organizations are listed as resources that can be contacted for further information. (SLD)

ED 403 362

UD 031 476

Nightingale, Demetra Smith, Ed. Haveman, Robert H., Ed.

The Work Alternative. Welfare Reform and the Realities of the Job Market.

Urban Inst., Washington, D.C.

Report No.—ISBN-0-87766-623-7

Pub Date—94

Note—218p.

Available from—The Urban Institute Press, 2100 M Street, NW, Washington, DC 20037 (\$24.95).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—*Economically Disadvantaged, *Employment Opportunities, *Equal Opportunities (Jobs), Job Development, *Labor Market, Low Income Groups, *Social Problems, Urban Problems, Urban Youth, Welfare Recipients, Welfare Services

Identifiers—*Reform Efforts, Self Sufficiency, *Welfare Reform

Contributions to this book are based on presentations at a conference hosted by The Urban Institute in April 1994 to consider the challenges of achieving self-sufficiency for the nation's poor. Achieving long-term self-sufficiency for society's members is a fundamental social goal, but the problems involved, particularly those of finding enough well-paying jobs, are complex. Issues are explored in the following contributions: (1) "Welfare Reform: Historical Context and Current Issues" (Demetra Smith Nightingale); (2) "Making Work Work: Welfare Reform in the 1990s" (Nathan Glazer); (3) "Outlook for the U.S. Labor Market and Prospects for Low-Wage Entry Jobs" (Rebecca M. Blank); (4)

"Employment Prospects of Welfare Recipients" (Gary Burtless); (5) "Subsidized Employment and Non-Labor Market Alternatives for Welfare Recipients" (Rebecca A. Maynard); (6) "Stimulating Employment and Increasing Opportunity for the Current Work Force" (Laurie J. Bassi); (7) "Out-of-Welfare Strategies for Welfare-Bound Youth" (Hillary Pouncy and Ronald B. Minney); and (8) "The Clinton Alternative to 'Welfare as We Know It': Is It Feasible?" (Robert H. Haveman). Each chapter contains references. (Contains 17 tables and 18 figures.) (SLD)

ED 403 363

UD 031 477

Miron, Louis F.

Resisting Discrimination. Affirmative Strategies for Principals and Teachers.

Report No.—ISBN-0-8039-6423-4

Pub Date—97

Note—154p.

Available from—Corwin Press, Inc., A Sage Publications Company, 2455 Teller Road, Thousand Oaks, CA 91320; e-mail: order@corwin.sagepub.com (paperback: ISBN-0-8039-6423-4; clothbound: ISBN-0-8039-6422-6).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Black Students, Educational Administration, *Educational Discrimination, Elementary Secondary Education, *Equal Education, Ethnic Groups, Hispanic Americans, Language Minorities, *Minority Groups, Principals, Public Schools, *Teacher Expectations of Students, Teaching Methods, Urban Education, *Urban Schools

Identifiers—Latinos, United States (South)

This book presents affirmative strategies to rid schools of discrimination. Many of these strategies were developed as a result of research in four public high schools with large percentages of ethnic and language minority students in the deep south. The study, which consisted of 48 30-90 minute interviews, suggested that there is wide student resistance to both the formal and the hidden curriculum in public schooling in an urban context. This resistance is tied to students' perceptions of the lack of fairness and teacher stereotyping of minority students. Academic discrimination occurs when teachers explicitly display differences in the expectations they hold for academic achievement for students. Identity discrimination is a result of the hidden curriculum at urban schools and expresses itself when teachers identify low-income Latino and African American students with gangs and violence. At one urban school, where students were much more successful, the key difference seemed to be that the principal and teachers took deliberate affirmative steps to help make low-income black students academically and socially successful. Practices that promote success are detailed in these chapters: (1) "Discrimination—Subtle and Not-So-Subtle"; (2) "How Leaders Can Prepare for Action"; (3) "What Administrators Can Do"; (4) "How Teacher Inquiry Can Serve Community"; (5) "Deepening Student Governance"; (6) "Forging Community Partnerships"; (7) "Making City Government an Ally"; and (8) "Cultivating an Ethics of the Heart." (Contains 153 references and 23 resources.) (SLD)

ED 403 364

UD 031 478

Walsh, Catherine E. Ed.

Education Reform and Social Change. Multicultural Voices, Struggles, and Visions.

Report No.—ISBN-0-8058-2252-6

Pub Date—96

Note—270p.

Available from—Lawrence Erlbaum Associates, Inc., 10 Industrial Avenue, Mahwah, New Jersey 07430 (paperback: ISBN-0-8058-2252-6; clothbound: ISBN-0-8058-2251-8).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—*Bilingual Education, Case Studies, Cooperation, *Educational Change, Educational Policy, Educational Theories,

Elementary Secondary Education, *Multicultural Education, Parent Attitudes, Personal Narratives, Policy Formation, *Social Change, Teacher Attitudes, Teachers, Teaching Methods

The selections in this collection offer the stories of real-life educators as they work to build a more participatory and equitable educational future for their students in bilingual and multicultural education. Also included are the voices of parents, students, and advocates of change as they work on educational and social change processes. The 19 selections are organized into 4 sections: (1) "The Social Construction of Policy"; (2) "Collaborations for Change"; (3) "Transforming Classroom Pedagogy and Practice"; and (4) "New Conceptualizations and Visions." This organization provides a theoretical and practical framework for thinking about educational reform and social change that goes from broader structural concerns to case studies that document activism and collaborative efforts to change education. An introduction to each section provides an overview of the chapters and some background information. Guiding questions follow each introduction. Each chapter contains references. Contains 147 references and resources and one figure. (SLD)

ED 403 365

UD 031 479

Hoffman, Marvin

Chasing Hellhounds. A Teacher Learns from His Students.

Report No.—ISBN-1-57131-214-5

Pub Date—96

Note—260p.

Available from—Milkweed Editions, 430 First Avenue North, Suite 400, Minneapolis, MN 55401 (\$14.95).

Pub Type—Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Creativity, *Educational Experience, *High School Students, High Schools, Inner City, Literature, Magnet Schools, Minority Groups, Student Attitudes, *Teaching Methods, Urban Education, Urban Schools, *Urban Youth, *Writing (Composition)

Identifiers—*Houston Independent School District TX, *Resilience (Personality)

The experiences of a literature teacher in an inner-city high school in Houston (Texas) give a portrait of the urban classroom and the successes and failures of the everyday life of the urban teacher. The school, in a poor neighborhood, is unremarkable, unstimulating, and ill-equipped for serious learning. The students, who are almost entirely members of minority groups, find themselves in a microcosm of the promise and the failure of the American educational system. Some are in a magnet program for the academically gifted, but most are in regular classes that do not meet their needs. The teacher, who had experience as a civil rights worker and a teacher in New York City and Vermont, used his life experience to create an environment that encourages learning and creative thinking among his students. The stories of 10 of his students who manage academic achievement in spite of enormous personal problems illustrate the astonishing resilience of some adolescents and the importance of support and education. (SLD)

ED 403 366

UD 031 480

Bowser, Benjamin P. Ed.

Racism and Anti-Racism in World Perspective. Sage Series on Race and Ethnic Relations, Volume 13.

Report No.—ISBN-0-8039-4954-5

Pub Date—95

Note—328p. "...Series is designed for scholars working in...areas related to race and ethnic relations...issues from American and comparative points of view."

Available from—SAGE Publications, Inc., 2455 Teller Road, Thousand Oaks, CA 91320; e-mail: order@sagepub.com (\$24).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—*Blacks, Cultural Awareness, *Cultural Differences, Equal Education, Ethnic

Groups, Foreign Countries, Ideology, Racial Bias, Racial Differences, *Racial Discrimination, Sex Differences, *Social Attitudes, Whites

Identifiers—Brazil, Caribbean, *Europe, South Africa, *World Views

This anthology offers comparative analyses of race, racism, and antiracism. An introduction, "The Global Community, Racism, and Anti-Racism," by Benjamin P. Bowser, provides an overview of global trends in this area. The following chapters explore historical and cultural racism in different world settings: (1) "Europe's Oldest Chapter in the History of Black-White Relations" (Frank M. Snowden, Jr.); (2) "If Toads Could Speak: How the Myth of Race Took Hold and Flourished in the Minds of Europe's Renaissance Colonizers" (Peter H. Wood); (3) "Spanish Ideology and the Practice of Inequality in the New World" (Laura A. Lewis); (4) "Anti-Racism in the United States: 1865-1900" (Herbert Aptheker); (5) "Mass Communication, Popular Culture, and Racism" (Polly E. McLean); (6) "White Radicals, White Liberals, and White People: Rebuilding the Anti-Racist Coalition" (Bob Blauner); (7) "Changing the Subject: Race and Gender in Feminist Discourse" (Karen Dugger); (8) "Racism and Anti-Racism in Great Britain: Historical Trends and Contemporary Issues" (John Solomos); (9) "Racism and Anti-Racism in Western Europe" (Louis Kushnick); (10) "Introduction to the Analysis of Racism and Anti-Racism in Brazil" (Rosana Heringer); (11) "Racism and Anti-Racism in Brazil: A Postmodern Perspective" (Antonio Sergio Alfredo Guimarães); (12) "Black Resistance in Brazil: A Matter of Necessity" (Rosângela Maria Vieira); (13) "Racism and Anti-Racism in the Caribbean" (Ralph R. Premdas); (14) "The Long Shadow of Apartheid Ideology: The Case of Open Schools in South Africa" (Mokubung Nkomo, Zanele Mkwanazi-Twala, and Nazir Carrim); and (15) "Racism in the Modern World Community" (Benjamin P. Bowser). Each chapter contains references. (SLD)

ED 403 367

UD 031 481

Clinchy, Evans, Ed.

Transforming Public Education. A New Course for America's Future.

Report No.—ISBN-0-8077-3568-X

Pub Date—97

Note—202p.

Available from—Teachers College Press, P.O. Box 20, Williston, VT 05495-0020 (paperback: ISBN-0-8077-3568-X, \$18.95; clothbound: ISBN-0-8077-3569-8).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—*Educational Change, Educational Improvement, Educational Objectives, Educational Philosophy, Educational Technology, Elementary Secondary Education, *Futures (of Society), Government Role, *Multicultural Education, *Public Schools, *School Restructuring

Identifiers—*Goals 2000, National Education Goals 1990, Reform Efforts

Contributors to this collection raise questions about the wisdom of the Goals 2000 approach to educational improvement. They present new looks at improving America's schools and creating an educational model based on care, concern, and connection. Chapters include: (1) "Introduction: Setting Sail on a Very Long Voyage" (Evans Clinchy); (2) "A Philosophy of Education for the Year 2000" (Jane Roland Martin); (3) "A Morally Defensible Mission for Schools in the 21st Century" (Nel Nodding); (4) "Reframing the School Reform Agenda: Developing Capacity for School Transformation" (Linda Darling-Hammond); (5) "Art and Imagination: Reclaiming a Sense of the Possible" (Maxine Greene); (6) "The Standardization of the Student" (Blythe McVicker Clinchy); (7) "Uncle Sam Is in the Classroom" (Harold Howe II); (8) "The End of the Federally Driven Standards Movement in U. S. School Reform?" (Larry Cuban); (9) "Listening to Voices on the Inside: Beyond the Conservative-Liberal-Radical Debate to a Common Vision for Schools in Our Multiethnic Society" (John Rivera

and Mary Poplin); (10) "The Travails and Triumphs of Charters and Pilots: Fenway Middle College High School—A Work in Progress" (Linda Nathan and Larry Myatt); (11) "The New Technologies and the Continuing Questions" (Evans Clinchy); (12) "How Our Schools Could Be" (Deborah Meier); (13) "Bread and Roses" (Anita Maria Teeter); (14) "Reinventing Schools—From the Bottom Up" (Tony Wagner); and (15) "A New Course Charted?" (Evans Clinchy). Each chapter contains references. (SLD)

ED 403 368 UD 031 482

Rocha-Silva, Lee And Others

Alcohol, Tobacco, and Other Drug Use among Black Youth.

Human Sciences Research Council, Pretoria (South Africa).

Report No.—ISBN-0-7969-1704-3

Pub Date—96

Note—167p.

Pub Type—Books (010) — Reports - Evaluative (142)

EDRS Price — MF01/PC07 Plus Postage.

Descriptors—*Adolescents, Alcoholic Beverages, *Black Youth, Children, *Drinking, *Drug Use, Foreign Countries, *Incidence, National Surveys, Peer Influence, Prevention, Program Development, Risk, Sex Differences, *Smoking, Tobacco, Urban Youth

Identifiers—*South Africa

The Centre for Alcohol and Drug Studies, Johannesburg (South Africa) commissioned a study of alcohol, tobacco, and other drug use among historically disadvantaged black youth aged 10 to 21 years. A national survey explored the prevalence of substance use in this age group through responses of 1,376 children and youths. An in-depth study examined use patterns and attitudes among 20 black children aged 7 to 10 years, 20 aged 11 to 14 years, and 20 aged 15 to 17 years. Half of those studied were male. Results of both studies suggest a fair amount of risk for the development of alcohol and drug related problems among these young people. The use of legal drugs, including over-the-counter medicines, alcohol, and tobacco, is fairly prevalent among young people. Drinking and smoking are far more frequent among males, and seem to be part of the entry into adulthood. They are generally linked, and initiation into drinking and smoking tends to take place in uncontrolled social situations under social pressures. These findings and the potential for increased alcohol and drug related problems mean that cost-effective and innovative alcohol and drug prevention programs are needed. An appendix contains tables of study findings. (Contains 32 tables and 45 references.) (SLD)

ED 403 369 UD 031 483

Recommendations of the Crime, Violence, and Discipline Reporting Task Force.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-97-581

Pub Date—Nov 91

Note—24p.

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Agencies, *Crime, Data Analysis, *Data Collection, *Definitions, *Discipline, Drinking, Drug Use, *Recordkeeping, School Districts, State Programs, *Violence, Youth Problems

Identifiers—National Center for Education Statistics

The National Education Statistical Agenda Committee of the National Forum on Education Statistics established a Task Force in 1995 to study how a state or local education agency might best collect and report data on the incidence of crime, violence, and disciplinary behavior. The Task Force, which consisted of a core group of data providers from six state and local education agencies, received input from Federal and State agencies. This paper is presented as a model for the voluntary use of agencies interested in developing or improving their system for collecting data on crime, violence, and discipline. Two types of records are recommended for the system to function. One is an incident record

and the other, a participant record. Critical to the linking of incident records with participant records is a single unique incident identifier. Key concepts about incidents, such as the type, location, contextual factors, and the presence of alcohol or drugs, are listed. Definitions are provided for categories that include school environment, referral action, and incident type codes. (SLD)

ED 403 370 UD 031 485

Shartrand, Angela

Supporting Latino Families: Lessons from Exemplary Programs. Volumes I and II.

Harvard Family Research Project, Cambridge, MA.

Spons Agency—Ewing Marion Kauffman Foundation, Kansas City, MO.

Pub Date—96

Note—156p.; Document contains a summary in Spanish (Resumen en español).

Available from—Harvard Family Research Project, 38 Concord Avenue, Cambridge, MA 02138-2357 (\$14.95 for 2-volume set).

Language—English, Spanish

Pub Type—Reports - Evaluative (142)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cultural Awareness, Cultural Differences, Data Collection, *Family Programs, *Hispanic Americans, Needs Assessment, Participation, Program Development, Program Evaluation, Program Implementation, *Social Services, Spanish Speaking, *Urban Areas, Urban Problems

Identifiers—*Latinos

This report highlights 11 family support programs that are serving one of the fastest growing groups in the United States—the Latino population. The programs described in this report differ from each other in terms of their structures and the types of families and communities served. They represent a range of geographic areas and vary in terms of sponsorship, goals, and services offered. In 1990, Latinos comprised only 9% of the total U.S. population, a figure that is expected to increase dramatically over the next decade. About 90% of Latinos live in urban areas and face the common challenges of urban life. After a discussion of data collection and analysis, the report considers program design and implementation, reviewing: (1) program approaches; (2) context; (3) goals; (4) strategies; and (5) outcomes. A consideration of the lessons learned from these programs makes it apparent that success depends on the fit between program philosophies and goals, the cultural sensitivity the program displays, the participation encouraged in the community, program flexibility, and the match between needs and services. An appendix presents brief profiles of the 11 programs. An abstract and the appendix are included in Spanish. Volume I contains 2 tables and 27 references. Volume II includes in-depth profiles of the following programs: (1) Advance Family Support and Education Program, San Antonio (Texas); (2) Bushwick Family Support Center of Family Dynamics, Inc., Brooklyn (New York); (3) Families in Partnership, Albuquerque (New Mexico); (4) Circulo de la Vida Familiar, Boulder County (Colorado); (5) Family Focus Nuestra Familia, Chicago (Illinois); (6) Family Visitor Program, Glenwood Springs (Colorado); (7) Florida First Start Program, Dade County; (8) Fruitvale Head Start Program, Oakland (California); (9) Betances Family Resource Center, La Casa de Puerto Rico, Hartford (Connecticut); (10) The Naranjo Migrant Child Development Center, The Foundation Center, Courtland (California); and (11) Project Early, Kansas City (Missouri). (SLD)

ED 403 371 UD 031 528

Dobro Dosli U Sjedinjene Drzave. Prirucnik za Izbjeglice. (Welcome to the United States. A Guidebook for Refugees).

Center for Applied Linguistics, Washington, DC. Refugee Service Center.

Spons Agency—Department of State, Washington, DC. Bureau of Population, Refugees, and

Migration.

Pub Date—96

Note—104p.; For English version, see ED 402 361. Photographs may not reproduce well.

Available from—Refugee Service Center, Center for Applied Linguistics, 118 22nd Street N.W., Washington, DC 20037 (English and other language versions; (202) 429-9292; fax: (202) 659-5641).

Language—Serbocroatian

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—*Acculturation, Adult Education, Civil Rights, Cultural Awareness, Elementary Secondary Education, Employment, Health, Housing, *Immigrants, Immigration, Language Proficiency, *Refugees, Relocation, Serbocroatian, *Social Services

Identifiers—Bosnians, Croats, Serbs

This guidebook provides Bosnian, Croatian, and Serbian refugees being resettled in the United States with general information about what they will encounter and the services they can receive in their first months in the country. The book is distributed to overseas processing agencies, refugees overseas who have been approved for U.S. admission, and service providers. Refugees are advised that most Americans value self-reliance and individual responsibility, but that in general people respect those who ask questions about the new culture they are entering. All refugees are assigned to a relocation agency as they arrive in the United States, and housing is made available for the first month. The following topics are addressed: (1) pre-arrival processing; (2) the role of the resettlement agency; (3) community services; (4) housing; (5) transportation; (6) employment; (7) education; (8) health; (9) managing your money; (10) rights and responsibilities of refugees; and (11) cultural adjustment. Among the topics discussed is that of the American educational system, both for children and adults. A general outline of the public school system includes a discussion of the American tradition of public participation in education. A map of the United States is included. (SLD)

ED 403 372 UD 031 529

Ku Soo Dhawaada Dalka Mareykanka. Buuga tusmadda Qaxootiga. (Welcome to the United States. A Guidebook for Refugees).

Center for Applied Linguistics, Washington, DC. Refugee Service Center.

Spons Agency—Department of State, Washington, DC. Bureau of Population, Refugees, and Migration.

Pub Date—96

Note—121p.; For English version, see ED 402 361. Photographs may not reproduce well.

Available from—Refugee Service Center, Center for Applied Linguistics, 118 22nd Street N.W., Washington, DC 20037 (English and other language versions; (202) 429-9292; fax: (202) 659-5641).

Language—Somali

Pub Type—Guides - Non-Classroom (055)

EDRS Price — MF01/PC05 Plus Postage.

Descriptors—*Acculturation, Adult Education, Civil Rights, Cultural Awareness, Elementary Secondary Education, Employment, Health, Housing, *Immigrants, Immigration, Language Proficiency, *Refugees, Relocation, *Social Services, Somali

Identifiers—*Somalia

This guidebook provides Somali-speaking refugees being resettled in the United States with general information about what they will encounter and the services they can receive in their first months in the country. The book is distributed to overseas processing agencies, refugees overseas who have been approved for U.S. admission, and service providers. Refugees are advised that most Americans value self-reliance and individual responsibility, but that in general people respect those who ask questions about the new culture they are entering. All refugees are assigned to a relocation agency as they arrive in the United States, and housing is made available for the first month. The following topics are addressed: (1) pre-arrival processing; (2) the role of the resettlement agency; (3) community ser-

vices; (4) housing; (5) transportation; (6) employment; (7) education; (8) health; (9) managing your money; (10) rights and responsibilities of refugees; and (11) cultural adjustment. Among the topics discussed is that of the American educational system, both for children and adults. A general outline of the public school system includes a discussion of the American tradition of public participation in education. A map of the United States is included. (SLD)

ED 403 373 UD 031 530

Bienvenue aus Etats-Unis. Guide Pour Refugees. (Welcome to the United States. A Guidebook for Refugees).

Center for Applied Linguistics, Washington, DC. Refugee Service Center.

Spons Agency—Department of State, Washington, DC. Bureau of Population, Refugees, and Migration.

Pub Date—96

Note—107p.; For English version, see ED 402 361. Photographs may not reproduce well.

Available from—Refugee Service Center, Center for Applied Linguistics, 118 22nd Street N.W., Washington, DC 20037 (English and other language versions; (202) 429-9292; fax: (202) 659-5641).

Language—French

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Acculturation, Adult Education, Civil Rights, Cultural Awareness, Elementary Secondary Education, Employment, French, Health, Housing, *Immigrants, Immigration, Language Proficiency, *Refugees, Relocation, *Social Services

Identifiers—*French Speaking

This guidebook provides French-speaking refugees being resettled in the United States with general information about what they will encounter and the services they can receive in their first months in the country. The book is distributed to overseas processing agencies, refugees overseas who have been approved for U.S. admission, and service providers. Refugees are advised that most Americans value self-reliance and individual responsibility, but that in general people respect those who ask questions about the new culture they are entering. All refugees are assigned to a relocation agency as they arrive in the United States, and housing is made available for the first month. The following topics are addressed: (1) pre-arrival processing; (2) the role of the resettlement agency; (3) community services; (4) housing; (5) transportation; (6) employment; (7) education; (8) health; (9) managing your money; (10) rights and responsibilities of refugees; and (11) cultural adjustment. Among the topics discussed is that of the American educational system, both for children and adults. A general outline of the public school system includes a discussion of the American tradition of public participation in education. A map of the United States is included. (SLD)

ED 403 374 UD 031 531

Han Hoan Chao Ban Den Hoa Ky. Sach Chi Dan Danh Cho Ngui Ti Nan. (Welcome to the United States. A Guidebook for Refugees).

Center for Applied Linguistics, Washington, DC. Refugee Service Center.

Spons Agency—Department of State, Washington, DC. Bureau of Population, Refugees, and Migration.

Pub Date—96

Note—100p.; For English version, see ED 402 361. Photographs may not reproduce well.

Available from—Refugee Service Center, Center for Applied Linguistics, 118 22nd Street N.W., Washington, DC 20037 (English and other language versions; (202) 429-9292; fax: (202) 659-5641).

Language—Vietnamese

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Acculturation, Adult Education, Civil Rights, Cultural Awareness, Elementary Secondary Education, Employment, Health,

Housing, *Immigrants, Immigration, Language Proficiency, *Refugees, Relocation, *Social Services, Vietnamese People

This guidebook provides Vietnamese-speaking refugees being resettled in the United States with general information about what they will encounter and the services they can receive in their first months in the country. The book is distributed to overseas processing agencies, refugees overseas who have been approved for U.S. admission, and service providers. Refugees are advised that most Americans value self-reliance and individual responsibility, but that in general people respect those who ask questions about the new culture they are entering. All refugees are assigned to a relocation agency as they arrive in the United States, and housing is made available for the first month. The following topics are addressed: (1) pre-arrival processing; (2) the role of the resettlement agency; (3) community services; (4) housing; (5) transportation; (6) employment; (7) education; (8) health; (9) managing your money; (10) rights and responsibilities of refugees; and (11) cultural adjustment. Among the topics discussed is that of the American educational system, both for children and adults. A general outline of the public school system includes a discussion of the American tradition of public participation in education. A map of the United States is included. (SLD)

ED 403 375 UD 031 532

Welcome to the United States. A Guidebook for Refugees (Arabic Version).

Center for Applied Linguistics, Washington, DC. Refugee Service Center.

Spons Agency—Department of State, Washington, DC. Bureau of Population, Refugees, and Migration.

Pub Date—96

Note—101p.; For English version, see ED 402 361. Photographs may not reproduce well.

Available from—Refugee Service Center, Center for Applied Linguistics, 118 22nd Street N.W., Washington, DC 20037 (English and other language versions; (202) 429-9292; fax: (202) 659-5641).

Language—Arabic

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Acculturation, Adult Education, Arabic, Civil Rights, Cultural Awareness, Elementary Secondary Education, Employment, Health, Housing, *Immigrants, Immigration, Language Proficiency, *Refugees, Relocation, *Social Services

Identifiers—*Arabic Speaking

This guidebook provides Arabic-speaking refugees being resettled in the United States with general information about what they will encounter and the services they can receive in their first months in the country. The book is distributed to overseas processing agencies, refugees overseas who have been approved for U.S. admission, and service providers. Refugees are advised that most Americans value self-reliance and individual responsibility, but that in general people respect those who ask questions about the new culture they are entering. All refugees are assigned to a relocation agency as they arrive in the United States, and housing is made available for the first month. The following topics are addressed: (1) pre-arrival processing; (2) the role of the resettlement agency; (3) community services; (4) housing; (5) transportation; (6) employment; (7) education; (8) health; (9) managing your money; (10) rights and responsibilities of refugees; and (11) cultural adjustment. Among the topics discussed is that of the American educational system, both for children and adults. A general outline of the public school system includes a discussion of the American tradition of public participation in education. A map of the United States is included. (SLD)

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- Core Attributes of Giftedness: A Foundation for Recognizing the Gifted Potential of Minority and Economically Disadvantaged Students.
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- Performance of Economically Disadvantaged Students Placed in Gifted Programs through the Research-Based Assessment Plan.
ED 402 704
- Square Pegs in Round Holes—These Kids Don't Fit: High Ability Students with Behavioral Problems. Research-Based Decision Making Series.
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ED 402 720

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- The ABCs of Investing in Student Performance.
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Children Who Desperately Want To Read, But Are Not Working at Grade Level: Use Movement Patterns as "Windows" To Discover Why.
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Joint Conference on Standard Setting for Large-Scale Assessments (Washington, D.C., October 5-7, 1994). Proceedings, Volume II.
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Descriptive Analysis Reports. Statistical Analysis Report.
ED 402 857

Ohio Proficiency Tests for Grade 12. Fact Sheets. Twelfth-Grade Writing.
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Reasons for Attending HCCC: Results of Survey of Graduates of the Classes of 1990, 1991, 1992, 1993 and 1994. Special Report 95.04.
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Undergraduate Students' Development of Critical Thinking Skills: An Institutional and Disciplinary Analysis and Comparison with Academic Library Use and Other Measures. ASHE Annual Meeting Paper.

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The Contribution of Financial Aid to the Price of Four-Year Institution Attended by 1989/90 Freshmen. ASHE Annual Meeting Paper.

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Free Appropriate Public Education for Students with Handicaps: Requirements under Section 504 of the Rehabilitation Act of 1973.

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Hidden Abilities in Higher Education: New College Students with Disabilities. Monograph Series, Number 21.

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Rising Public Tuition Prices and Enrollment in Community Colleges and Four-Year Institutions. ASHE Annual Meeting Paper.

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The Tradeoff between Number of Children and Child Schooling: Evidence from Cote d'Ivoire and Ghana. Living Standards Measurement Study (LSMS) Working Paper Number 112.

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Covering Campus Crime: A Handbook for Journalists.

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Promoting Secondary School Transitions for Immigrant Adolescents. ERIC Digest.

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Public Broadcasting's Services for the American People.

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Public Library Services for Home Schooling. ERIC Digest.

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Renewing the ARL Agenda. Proceedings of the Annual Meeting of the Association of Research Libraries (125th, Washington, DC, October 19-21, 1994).

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United States Department of Education: Annual Accountability Report, Fiscal Year 1995.

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What It Takes To Start a Pennsylvania Charter School: A Guide for Applicants.

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Cost Accounting in Higher Education. Simplified Macro- and Micro-Costing Techniques.

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Bienvenido a los Estados Unidos. Una Guia para Refugiados (Welcome to the United States. A Guide for Refugees). First Edition.

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Bienvenue aus Etats-Unis. Guide Pour Refugies. (Welcome to the United States. A Guidebook for Refugees).

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Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States.

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Dobro Dosli U Sjedinjene Drzave. Prirucnik za Izbjeglice. (Welcome to the United States. A Guidebook for Refugees).

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Ku Soo Dhawaada Dalka Mareykanka. Buugga tusmadda Qaxootiga. (Welcome to the United States. A Guidebook for Refugees).

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Acquired Immune Deficiency Syndrome

HIV/AIDS Education in Teacher Preparation Programs. ERIC Digest.

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- Kids and Television in the Nineties: Responses from the Youth Monitor. CPB Research Notes, No. 64. ED 402 903
- North Dakota Kids Count! Fact Book, 1995: State, Regional and County Profiles of Child Well-Being in North Dakota. ED 403 028
- State Responses to Serious and Violent Juvenile Crime. Research Report. ED 403 341
- Teen Addiction. Current Controversies Series. ED 403 352//
- Teens, Crime, and the Community: Education and Action for Safer Schools and Neighborhoods. Second Edition. [and] Teens, Crime, and the Community: Education and Action. ED 403 332
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- Adult Education: Social Change or Status Quo? ERIC Digest No. 176. ED 402 472
- Celebrating Excellence: Learning and Teaching in Adult Higher Education. National Conference on Alternative and External Degree Programs for Adults (15th, Columbus, Ohio, October 5-7, 1995). ED 402 510
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EC – Disabilities and Gifted Children
FL – Languages and Linguistics
HE – Higher Education
IR – Information & Technology

JC – Community Colleges
PS – Elementary & Early Childhood Education
RC – Rural Education and Small Schools
SE – Science, Mathematics, & Environmental Education
SO – Social Studies/Social Science Education
SP – Teaching and Teacher Education
TM – Assessment and Evaluation
UD – Urban Education

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IR018220 ED402924	JC970063 ED402993	PS024977 ED403062	SE059580 ED403130
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IR056226 ED402928	JC970067 ED402997	PS024981 ED403066	SE059595 ED403134
IR056228 ED402929	JC970073 ED402998	PS024982 ED403067	SE059598 ED403135
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SE059638 ED403146	SO027571 ED403215//	TM025969 ED403283	UD031466 ED403352//
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SE059644 ED403148//	SO027577 ED403217//	TM025971 ED403285	UD031468 ED403354//
SE059645 ED403149//	SO027579 ED403218	TM025998 ED403286	UD031469 ED403355//
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SE059647 ED403151//	SP037073 ED403219	TM026007 ED403288	UD031471 ED403357//
SE059648 ED403152//	SP037074 ED403220	TM026008 ED403289	UD031472 ED403358//
SE059649 ED403153//	SP037076 ED403221	TM026010 ED403290	UD031473 ED403359//
SE059658 ED403154	SP037077 ED403222	TM026011 ED403291	UD031474 ED403360//
SE059660 ED403155	SP037078 ED403223	TM026012 ED403292	UD031475 ED403361//
SE059662 ED403156	SP037079 ED403224	TM026014 ED403293	UD031476 ED403362//
SE059663 ED403157	SP037082 ED403225	TM026015 ED403294	UD031477 ED403363
SE059666 ED403158	SP037083 ED403226	TM026016 ED403295	UD031478 ED403364//
SE059667 ED403159	SP037084 ED403227	TM026017 ED403296	UD031479 ED403365//
SE059669 ED403160	SP037085 ED403228	TM026018 ED403297	UD031480 ED403366//
SE059672 ED403161	SP037087 ED403229	TM026019 ED403298	UD031481 ED403367//
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SE059677 ED403163	SP037089 ED403231	TM026023 ED403300	UD031483 ED403369
SE059728 ED403164	SP037092 ED403232	TM026025 ED403301	UD031485 ED403370
	SP037093 ED403233	TM026026 ED403302	UD031528 ED403371
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SO025573 ED403167	SP037096 ED403236	TM026036 ED403305	UD031531 ED403374
SO025574 ED403168	SP037097 ED403237	TM026038 ED403306	UD031532 ED403375
SO026259 ED403169//	SP037098 ED403238	TM026039 ED403307	
SO026276 ED403170	SP037099 ED403239//	TM026040 ED403308	
SO026305 ED403171	SP037100 ED403240	TM026041 ED403309	
SO026306 ED403172	SP037101 ED403241	TM026042 ED403310	
SO026307 ED403173	SP037102 ED403242	TM026044 ED403311	
SO026387 ED403174	SP037103 ED403243	TM026045 ED403312	
SO026388 ED403175	SP037104 ED403244	TM026046 ED403313	
SO026398 ED403176	SP037105 ED403245	TM026049 ED403314	
SO026428 ED403177	SP037106 ED403246	TM026050 ED403315	
SO026430 ED403178	SP037107 ED403247	TM026051 ED403316	
SO026433 ED403179	SP037108 ED403248	TM026053 ED403317	
SO026454 ED403180	SP037109 ED403249	TM026055 ED403318	
SO026457 ED403181	SP037110 ED403250	TM026056 ED403319	
SO026458 ED403182	SP037111 ED403251	TM026057 ED403320	
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SO026460 ED403184	SP037113 ED403253//	TM026068 ED403322	
SO026465 ED403185	SP037114 ED403254	TM026069 ED403323	
SO026479 ED403186	SP037115 ED403255	TM026070 ED403324	
SO026482 ED403187	SP037116 ED403256//	TM026071 ED403325	
SO026485 ED403188	SP037117 ED403257//	TM026072 ED403326	
SO026509 ED403189	SP037118 ED403258//	TM026252 ED403327	
SO026521 ED403190	SP037119 ED403259	TM026254 ED403328	
SO026522 ED403191	SP037120 ED403260	TM026389 ED403329	
SO026528 ED403192	SP037121 ED403261	TM026390 ED403330	
SO026530 ED403193	SP037122 ED403262	TM026391 ED403331	
SO026567 ED403194	SP037123 ED403263		UD030923 ED403332
SO026599 ED403195	SP037124 ED403264		UD031354 ED403333
SO026797 ED403196	SP037125 ED403265		UD031442 ED403334
SO026890 ED403197	SP037128 ED403266//		UD031443 ED403335
SO026964 ED403198	SP037129 ED403267//		UD031444 ED403336
SO027014 ED403199	SP037130 ED403268//		UD031445 ED403337
SO027194 ED403200	SP037131 ED403269//		UD031446 ED403338
SO027195 ED403201			UD031447 ED403339
SO027197 ED403202	TM025465 ED403270		UD031448 ED403340
SO027199 ED403203	TM025941 ED403271		UD031449 ED403341
SO027200 ED403204	TM025942 ED403272		UD031450 ED403342
SO027201 ED403205	TM025944 ED403273		

THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since December 1994. They are, therefore, not included in the main body of the 13th (1995) edition of the *Thesaurus of ERIC Descriptors*.

Academic Senates (Colleges)

USE COLLEGE GOVERNING COUNCILS (unqualified use reference "Academic Senates" was deleted)

Alternate Day Block Scheduling USE ALTERNATE DAY SCHEDULES and BLOCK SCHEDULING

ALTERNATE DAY SCHEDULES Dec. 89
SN (Scope Note Changed) Scheduling attendance on alternate days—frequently refers to kindergarten, preschool, or day care programs

AMERICAN DREAM Jan. 96
SN The ideals of freedom, equality, and opportunity traditionally held to be available to everyone in the U.S.—also, the popular belief that perseverance and hard work in the U.S. will bring forth happiness, success, and material well-being

BEGINNING PRINCIPALS Aug. 97
SN Certified administrators entering their initial career position as executive or administrative officer of a school
UF First Year Principals

BEREAVEMENT Jun. 96
SN Deprivation or loss, especially of loved ones by death (note: prior to Jun96, this concept was frequently indexed by "Grief")

BIRTHS TO SINGLE WOMEN Dec. 95
UF Illegitimacy
Illegitimate Births (1967 1995)
Nonmarital Childbirth
Out of Wedlock Births
Single Mother Births
Unmarried Mother Births

BLOCK SCHEDULING Aug. 96
SN An instructional arrangement whereby part or all of the daily class schedule is organized into blocks of time longer than an hour, to facilitate flexibility and diversity in instructional activities (note: prior to Aug96, this concept was indexed as "Time Blocks")
UF Block Time Teaching (former UF of "Time Blocks")

CAREER ACADEMIES Aug. 95
SN Schools-within-schools (usually high-school level) focusing on broadly defined career themes (health careers, electronics, etc.), with highly integrated academic and vocational curricula and active involvement of local employers
UF High School Academies (Career Development)
Job Training Academies
Partnership Academies (School and Business)
Vocational Academies

CHARTER SCHOOLS Oct. 95
SN Public schools run by groups of parents, teachers, and administrators under contract with local or state school boards, and given broad freedom from regulations in exchange for the promise of such favorable outcomes as improved test scores, attendance rates, and dropout rates

CHILDRENS WRITING May 95
SN Writing by, not for, children (note: see also the Identifiers "Beginning Writing" and "Early Writing")

CLASSICAL LITERATURE Jul. 66
SN (Scope Note Changed) Literature of ancient Greece and Rome (note: do not use for outstanding or time-honored books generally, for which see "Classics (Literature)")

CLASSICS (LITERATURE) Aug. 96
SN Literary works of demonstrably enduring appeal and quality (note: do not confuse with the literature of ancient Greece and Rome, for which use "Classical Literature"—see also the Identifiers "Great Books Curriculum" and "Junior Great Books Program")
UF Literary Classics

Cocaine Prenatal Exposure
USE COCAINE
and PRENATAL DRUG EXPOSURE

Collaborative Teaching
USE TEAM TEACHING

COMPREHENSIVE SCHOOL HEALTH EDUCATION Nov. 95
SN Sequential programs of health instruction, health services, and healthful school environments that enable students in kindergarten through grade 12 to develop the awareness, knowledge, and skills needed for healthy behaviors—health areas covered include mental and emotional health, community and environmental health, consumer health, family life, growth and development, nutrition, personal health and fitness, safety and accident prevention, disease prevention and control, and substance use and abuse
UF Comprehensive School Health Programs

CONCEPT MAPPING Nov. 96
SN The identification, organization, and graphic depiction of relationships among concepts in a knowledge domain—the technique employs a node-link formalism in which domain key concepts are circled, bracketed, etc., arranged hierarchically (general to specific), then interconnected by lines labeled with short explanations

CONJUNCTIONS Sep. 96
SN Connective words, as "and," "but," "because," "even though," that join words, phrases, clauses, or sentences (note: see also the Identifier "Connectives (Grammar)")

Crack Babies
USE CRACK
and PRENATAL DRUG EXPOSURE

CULTURAL RELEVANCE May 95
SN Applicability of materials, methods, or programs to one's own ethnicity, social status, gender, religion, home and community environment, and/or personal experiences (note: if possible, use the more specific term "Culturally Relevant Education")
UF Relevance (Cultural)

CULTURALLY RELEVANT EDUCATION May 95
SN Educational practices and resources that reflect the culture, values, customs, and beliefs of students (i.e., help to connect what is to be learned with the students' own lives)
UF Culturally Appropriate Education
Culturally Responsive Education
Culture Based Curriculum

DISSECTION Oct. 96
SN Examining the structure of an animal or plant by cutting it apart—frequently computer-simulated, and may include human anatomical study (note: for operative medical treatment, use "Surgery")

DIVERSITY (FACULTY) Aug. 97
SN Variation within a faculty population of such characteristics as race, religion, gender, cultural background, sexual orientation, or socioeconomic class

DIVERSITY (STUDENT) Aug. 97
SN Variation within a student population of such characteristics as race, religion, gender, cultural background, sexual orientation, or socioeconomic class

DOCUMENT DELIVERY Nov. 95
SN Transmission of a print or electronic document, such as a journal article, from a vendor or a library to the requestor—may be fee-based or free

DROUGHT Nov. 95
SN Climatic period(s) of extreme dryness, in which natural water supplies are insufficient for plant life and other needs (note: see also the Identifier "Desertification")

EARLY IDENTIFICATION Jun. 96
SN Diagnosis of an exceptionality (disability and/or giftedness), medical condition, or risk factor early in life or in the condition's early stages (note: prior to Jun96, the instruction "Early Detection, USE Identification" was carried in the Thesaurus)
UF Early Diagnosis
Early Detection (former UF of "Identification")

ELECTRONIC JOURNALS Aug. 96
SN Periodicals, usually topical and moderated, that are published and disseminated (sometimes on an irregular schedule) in the form of electronic text or hypertext on computer networks (such as the Internet) or other computerized media (e.g., CD-ROM)
UF Electronic Magazines
Online Journals

ELECTRONIC LIBRARIES Sep. 96
SN Services and collections of information made accessible through computer networks—includes services such as document delivery, end-user searching and training, network access, and online catalog enhancements, and access to collections of bibliographic and full-text databases, electronic journals, and digital images
UF Digital Libraries
Virtual Libraries

EMERGENT LITERACY Mar. 96
SN The early stages of learning to read and write—an increasing awareness of the print world, usually associated with young learners observing and experimenting with reading and writing processes (note: in the 1980s, the emergent literacy perspective was a departure from the more traditional stage view of reading/writing readiness followed by formal learning)
UF Early Literacy

- EMPOWERMENT** Jul. 96
 SN Promotion or attainment of autonomy and freedom of choice for individuals or groups (note: use a more specific term if possible—see the identifiers "Community Empowerment," "Employee Empowerment," and "Staff Empowerment")
- UF** Personal Empowerment
 Self Empowerment
- ENGLISH ONLY MOVEMENT** Dec. 95
 SN Efforts to make English the single official language of a government or other group (commonly, of the nation and states of the U.S.A.)
- ENGLISH TEACHERS** Sep. 95
 SN Teachers of English-language arts and letters (note: may be coordinated with "English (Second Language)" for teachers of English as a second language)
- Faculty Senates (Colleges)**
USE COLLEGE GOVERNING COUNCILS
 (unqualified use reference "Faculty Senates" was deleted)
- FAMILY ENGLISH LITERACY** May 97
 SN English literacy for limited-English-proficient and non-English-speaking families — family English literacy programs usually include adult literacy, preschool/school-age education, and parenting education (note: use only for English as a second language programs — otherwise, use "Family Literacy")
- FAMILY LITERACY** May 97
 SN Literacy for all family members — family literacy programs frequently combine adult literacy, preschool/school-age education, and parenting education (note: use the more specific term "Family English Literacy" for English as a second language programs)
- UF** Child Parent Literacy
 Parent Child Literacy
- FAMILY NEEDS** Jun. 96
 SN Conditions or factors necessary for optimal function, development, or well-being of families
- FEMINIST CRITICISM** Sep. 96
 SN Description, interpretation, and evaluation of literature, art, music, educational programs, etc., from a feminist perspective (i.e., of female consciousness, women's rights, and the resistance to male domination)
- FLOODS** Nov. 95
 SN Bodies of water that overtop their natural or artificial confines and that cover areas not normally underwater
- FOCUS GROUPS** May 96
 SN Small, roundtable discussion groups charged with examining specific topics or problems (e.g., consumer preferences, product attributes, educational issues), including possible options or solutions—focus groups usually consist of 4-12 participants, guided by moderators to keep the discussion flowing and to collect and report the results
- UF** Focused Group Interviews
- Government Policy**
USE PUBLIC POLICY
- GRAPHING CALCULATORS** Jun. 97
 SN Calculators capable of producing animated graphing sequences based on mathematical formulas (note: prior to Jun97, the Identifier "Graphing Utilities" was commonly used to index this concept)
- Hands on Learning**
USE EXPERIENTIAL LEARNING
- HANDS ON SCIENCE** Dec. 95
 SN Science activities and programs that require active personal participation

- HEALTH MAINTENANCE ORGANIZATIONS** Nov. 95
 SN Prepaid comprehensive medical service systems (note: see also the Identifier "Social Health Maintenance Organizations")
- UF** HMOs
 Managed Care (HMOs)
- HISTORIANS** Nov. 96
 SN Scholars or writers of chronological accounts of human events
- HOUSEWORK** Nov. 96
 SN Tasks, including cleaning, food preparation, and doing laundry, that are necessary for the maintenance of a household (note: see also the Identifier "Division of Labor (Household)")
- UF** Household Chores
 Housekeeping (Households)
- HURRICANES** Nov. 95
 SN Tropical cyclones with high-speed winds equaling or exceeding 64 knots (73 mph)
- UF** Tropical Cyclones
 Typhoons
- Illegitimate Births (Del Dec95)**
USE BIRTHS TO SINGLE WOMEN
- INTERNET** Feb. 96
 SN The international network of computer networks interconnected by routers or gateways and using the standard TCP/IP telecommunications protocol to transfer data such as electronic mail—the Internet connects millions of users among industry, education, government, research, commerce, and private households (note: see also the Identifier "National Information Infrastructure" for documents related to the U.S. Government's Federal NII/Internet policy initiative)
- UF** Electronic Superhighway
 Information Superhighway
- JAPANESE CULTURE** Mar. 96
- JOURNAL ARTICLES** Jun. 96
 SN Works of prose, complete in themselves, that are published with other such works in periodicals (note: corresponds to Pubtype Code 080—do not use except as the subject of a document)
- UF** Articles (Journals)
 Magazine Articles
 Periodical Articles
- JOURNALISM RESEARCH** Sep. 95
 SN Basic, applied, and developmental research conducted to advance knowledge about journalism (note: use as a minor Descriptor for examples of this kind of research—use as a major Descriptor only as the subject of a document)
- KEYWORDS** Sep. 96
 SN In information science, words and phrases in an abstract, title, text, etc., of a work that identify its significant content (note: keywords are usually the uncontrolled or "natural-language" vocabulary—do not confuse with controlled subject headings, for which use "Subject Index Terms")—in learning and language development, words and phrases of prime importance to a particular task/activity, frequently associated with one another or with pictorial images for easy remembrance (note: see also more precise Identifiers "Keyword Mnemonics," "Keyword Method (Language Learning)," and "Keyword Method (Second Language Learning)")
- UF** Key Word Access Points
- Language Evolution**
USE DIACHRONIC LINGUISTICS
- LANGUAGE MINORITIES** Aug. 96
 SN Groups whose native language is not the dominant language of the larger society (note: "Limited English Speaking" may be more appropriate for documents dealing with English-as-a-second-language instruction)
- UF** Linguistic Minorities
 Minority Language Groups

THESAURUS ADDITIONS AND CHANGES

- LIBRARY ADMINISTRATION** Sep. 75
 SN (Scope Note Added) Planning, organizing, directing, and controlling human or material resources within a library or library network
- LIBRARY ADMINISTRATORS** Aug. 96
 (former UF of "Library Administration")
- SN** Library personnel whose responsibilities may include managing library staff, evaluating programs, planning and managing budgets, developing collections, and planning library services (note: prior to Aug96, the instruction "Library Administrators, USE Library Administration" was carried in the Thesaurus)
- LIBRARY DIRECTORS** Aug. 96
 SN Chief executive officers of libraries or library systems responsible for overall direction and coordination of library services, resources, and programs
- UF** Head Librarians
- LIMITS (MATHEMATICS)** Jun. 97
 SN The minimum and maximum points of variable x —also, the values approximated by a function $f(x)$ as the independent variable x approaches a specific value, usually associated with calculus
- MANDATORY CONTINUING EDUCATION** May 97
 SN Education required by regulation or law for occupational and professional development, e.g., for work licensure or certification
- MANDATORY RETIREMENT** Jun. 96
 SN Forced retirement upon reaching a maximum age—this age can be set through statute, court ruling, or contract
- UF** Compulsory Retirement
- MAORI** Sep. 96
 SN Language of the indigenous Polynesian people of New Zealand
- MAORI (PEOPLE)** Sep. 96
 SN Indigenous Polynesian people of New Zealand
- Mapping (Cartography)**
USE CARTOGRAPHY
 (unqualified use reference "Mapping" was deleted)
- MATHEMATICS ACTIVITIES** Aug. 97
 SN Methods of mathematics instruction that usually involve some participation by students — may include projects outside the school
- MATHEMATICS HISTORY** Feb. 97
 SN Study of mathematical sciences and activities through the ages, including specific periods, geographic areas, branches, and mathematicians
- MAYA (PEOPLE)** Aug. 97
 SN Indigenous people of Guatemala, Belize, southern Mexico, and the Yucatan peninsula (note: see also the Identifier "Mayan Civilization")
- UF** Mayans
- NATIONAL PARKS** Sep. 96
 SN Areas of scenic, historical, scientific, or ecological importance protected and preserved by a national government for public enjoyment or study
- NATIONAL TEACHER CERTIFICATION** Dec. 95
 SN Use of nationwide competency assessment and testing to certify teachers (Note: Do not confuse with the Identifier "National Teacher Examinations," which is a specific test series published by the Educational Testing Service)
- UF** National Certification (Teaching)
- NAVIGATION** Jul. 66
 SN (Scope Note Added) Managed point-to-point movement in any environment or medium (note: if appropriate, use the more specific terms "Orienteering" for the sport of cross-country navigation and "Navigation (Information Systems)" for movement among or within Internet sites and other locations on computers)

NAVIGATION (INFORMATION SYSTEMS) Jan. 97

SN The process of finding one's way around the contents of a database or hypermedia-based program—navigability is a chief goal of those who design computer systems, human-computer interfaces, and hypermedia links, and also a leading criterion for those who evaluate them

NURSERY RHYMES Dec. 95

SN Short rhymed poems or songs for children that often tell a story

UF Mother Goose Rhymes

Nutrient Deficiencies

USE NUTRITION

Nutritional Deficiencies

USE NUTRITION

OLDER WORKERS Jul. 97

SN Personnel, aged 40+, employed full- or part-time (note: for specificity, coordinate with appropriate age-level Descriptors—"40+" in definition is per Age Discrimination in Employment Act of 1967 (U.S.))

OLYMPIC GAMES Aug. 89

SN (Scope Note Changed) International program of sports competition held in a different country every 4 years (summer and winter games alternate in even-numbered years)—the modern Olympic Games, first held in 1896, are a revival of similar quadrennial contests held in ancient Greece (note: do not confuse with "Special Olympics")

OTITIS MEDIA Nov. 96

SN Infection, and/or collection of fluid, in the middle ear, occurring most often in infants and young children—may cause hearing loss in recurrent or long-standing cases

UF Ear Infections (Middle Ear)
Middle Ear Disease

OUTCOME BASED EDUCATION Aug. 95

SN The effort, often by a state or local education agency, to organize all the features of schooling (including aims, curriculum, instruction, and assessment) so as to produce specifically delineated results (often including noncognitive as well as cognitive results) and generally with the expectation that all students will demonstrate such results

UF OBE
Outcomes Based Education
Results Based Education

PACIFIC ISLANDERS Jan. 96

SN Indigenous peoples of Micronesia, Polynesia, and Melanesia, and their descendants (note: use a more specific term, if appropriate—see also the geographic Identifiers "Pacific Islands" and "Oceania")

PAPAGO Jul. 66

SN (Scope Note Added) The Uto-Aztecan language of the Tohono O'odham nation of American Indians—related to Pima, the two languages are sometimes referred to collectively as O'odham, the Papago and Pima word for "people"

PARENT EMPOWERMENT Jul. 96

SN Promotion or attainment of autonomy and freedom of choice for parents

PARENTS WITH DISABILITIES Apr. 96

SN Parents who have a disability or impairment of any type

UF Disabled Parents

PERFORMANCE BASED ASSESSMENT Apr. 96

SN Evaluation of achievement, learning, etc., that requires direct demonstration of knowledge and skills via the construction of responses, and for which scoring can be based on the processes of the response construction as well as the final product—typically, performance-based assessments are designed to elicit and strengthen examinees' critical-thinking skills, problem-solving strategies, self-evaluation skills, and other higher-order thinking skills (note: do not confuse with "Performance Tests," whose usage is restricted to evaluations of manual manipulations and body movements—see also related Identifiers "Alternative Assessment," "Authentic Assessment," and "Direct Assessment"—prior to Apr. 96, the Identifier "Performance Based Evaluation" was used to index this concept)

UF Performance Assessment (Higher Order Learning)
Performance Based Evaluation

PERFORMANCE TESTS Jul. 66

SN (Scope Note Changed) Tests that require the manipulation of objects or skilled bodily movements (note: do not confuse with "Non-verbal Tests," which minimize the use of language but may not emphasize the manipulation of objects or skilled movement—prior to Mar. 80, the use of this term was not restricted by a scope note—use "Performance Based Assessment" for "higher-order" performance testing)

UF Performance Assessment (Skilled Bodily Movements)

PETS Mar. 96

SN Animals kept for pleasure and companionship (note: coordinate with individual animals as appropriate, e.g., Descriptors "Birds," "Horses" or Identifiers "Cats," "Dogs")

UF Companion Animals

POLITICAL CORRECTNESS Jan. 96

SN The attempt in communication or other activity to be inoffensive and inclusive—may lead to censorship and intolerance in some cases, and is regarded with derision by many (note: see also the Identifiers "Speech Codes" and "Hate Speech")

UF Politically Correct Communication

POPULAR EDUCATION Feb. 97

SN Education that encourages learners to critically examine their day-to-day lives and collectively take action to change social conditions and systems (frequently associated with Paulo Freire's critical pedagogy and participatory literacy campaigns)

UF Peoples Education

POPULAR MUSIC Jan. 96

SN Music enjoyed by the general public and commonly disseminated via the mass media (note: prior to Jan. 96, this concept was frequently indexed by "Popular Culture" coordinated with "Music" terms)

UF Pop Music

POSTTRAUMATIC STRESS DISORDER Oct. 95

SN Acute or chronic delayed reaction to highly stressing events such as military combat, sexual assault, childhood abuse, natural disasters, unexpected deaths, and life-threatening accidents—symptoms include anxiety, depression, intrusive recollections, and emotional detachment

UF Post Traumatic Stress Syndrome
Posttraumatic Neurosis
PTSD

PRENATAL DRUG EXPOSURE Oct. 96

SN Maternal drug use during pregnancy—also, a medical condition in infants and children resulting from such use

UF Drug Exposure in Utero
Fetal Drug Exposure
Prenatal Exposure to Drugs

PRENATAL INFLUENCES Aug. 68

SN (Scope Note Changed) Factors occurring between conception and birth and affecting the physical or mental development of an individual (note: use the more precise "Prenatal Care" or the narrower "Prenatal Drug Exposure," if appropriate)

PUBERTY Dec. 95

SN Period of life at which the individual reaches sexual maturity and is capable of reproduction (note: see also the Identifier "Puberty Rites")

RAINFORESTS Apr. 95

SN Woodlands of dense, mainly broad-leaved evergreen trees in areas of high annual rainfall (note: coordinate with Identifiers "Deforestation," "Tropics," etc., as appropriate)

UF Rain Forest Preserves
Temperate Rainforests
Tropical Rainforests

READING MOTIVATION Nov. 95

SN The arousal, direction, and sustaining of reading interest and activity for work, school, pleasure, or other purpose

RECIPES (FOOD) Sep. 96

SN Instructions and ingredients for preparing food dishes

RHYME May 97

SN Correspondence of sounds among words or lines of verse

UF Rime (Sound)

SCHOOL CULTURE Feb. 96

SN Patterns of meaning or activity (norms, values, beliefs, relationships, rituals, traditions, myths, etc.) shared in varying degrees by members of a school community

SELF ADVOCACY Jan. 97

SN The process of exercising, defending, and promoting one's rights—most often refers to people with disabilities speaking and acting on behalf of themselves

Self Centeredness
USE EGOCENTRISM

Semiology
USE SEMIOTICS

SERVICE LEARNING Mar. 96

SN Learning through community service (or public service in a wider sphere), usually integrated with regular instruction in school or college (note: see also related Identifiers "Community Service," "Youth Community Service," and "National Service")

UF Community Service Learning

Silent Speech
USE INNER SPEECH (SUBVOCAL)

Social Context
USE SOCIAL ENVIRONMENT

SOCIOLOGISTS Feb. 96

SN Scholars who systematically study and critique the development, structure, functioning, and dilemmas of human society

STATISTICAL SIGNIFICANCE Mar. 80

SN (Scope Note Changed) Property of having low probability of occurrence on the basis of chance alone (in this sense, "significance" means neither "bigness" nor "importance"—usually, the odds have to be at least 20 to 1 and preferably 100 to 1 against pure chance for significance to be claimed)

STUDENT EMPOWERMENT Jul. 96

SN Promotion or attainment of autonomy and freedom of choice for students

TEACHER COLLABORATION May 96

SN An interactive process that enables teachers with diverse expertise to work together as equals and engage in shared decision making toward mutually defined goals

UF Collaborative Teachers
Teacher Cooperation

TEACHER EMPOWERMENT *Jul. 96*
 SN Promotion or attainment of autonomy and freedom of choice for teachers

TEACHERS WITH DISABILITIES *Apr. 96*
 SN Teachers who have a disability or impairment of any type
 UF Disabled Teachers

TECH PREP *Mar. 95*
 SN Sequential programs of study that integrate preparation for technical careers with academic education in a highly structured and closely articulated secondary and postsecondary curriculum, leading to a minimum of an associate degree or 2-year certificate in a specific career field
 UF Two Plus Two Tech Prep

TIME BLOCKS *Jul. 86*
 (now a narrower term of "Time")
 SN (Scope Note Added) (Note: prior to Aug96, this concept was a narrower term of "School Schedules," and its usage generally was reserved for that context—"Block Scheduling" has replaced it in the "School Schedules" hierarchy)

Timetables
USE SCHEDULING

Timetables (School)
USE SCHOOL SCHEDULES

TOHONO O ODHAM PEOPLE *Dec. 95*
 SN A desert-dwelling American Indian people of southern Arizona and the province of Sonora in northwest Mexico (also, dispersed kin)
 UF Papago (Tribe)

TORNADOES *Nov. 95*
 SN Violently rotating storms, usually visible as funnel clouds, with wind speeds of 100-200 mph and causing considerable destruction when touching ground—most common in the U.S. and Australia

Two Plus Two Tech Prep Associate Degrees
USE ASSOCIATE DEGREES
 and **TECH PREP**

VIRTUAL REALITY *Aug. 96*
 SN Computer-generated simulations of three-dimensional environments, intended to seem real, with which users interact using combinations of sensing and interface devices and software

Viracnon
USE BIKOL

WALKING *Jul. 97*
 SN (Note: see also the Identifier "Hiking")

WORKPLACE LITERACY *Feb. 96*
 SN Reading, writing, computation, and communication skills performed in the context of job tasks
 UF Job Literacy
 Job Related Literacy
 Occupational Literacy

WORLD WIDE WEB *Jun. 96*
 SN A hypertext-based information system for disseminating and retrieving text or multimedia files via the Internet—the files can be accessed with a browser program installed on the user's computer
 UF Web (The)
 WorldWide Web Service
 WWW

Writing Development
USE WRITING (COMPOSITION)

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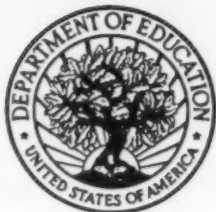
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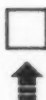
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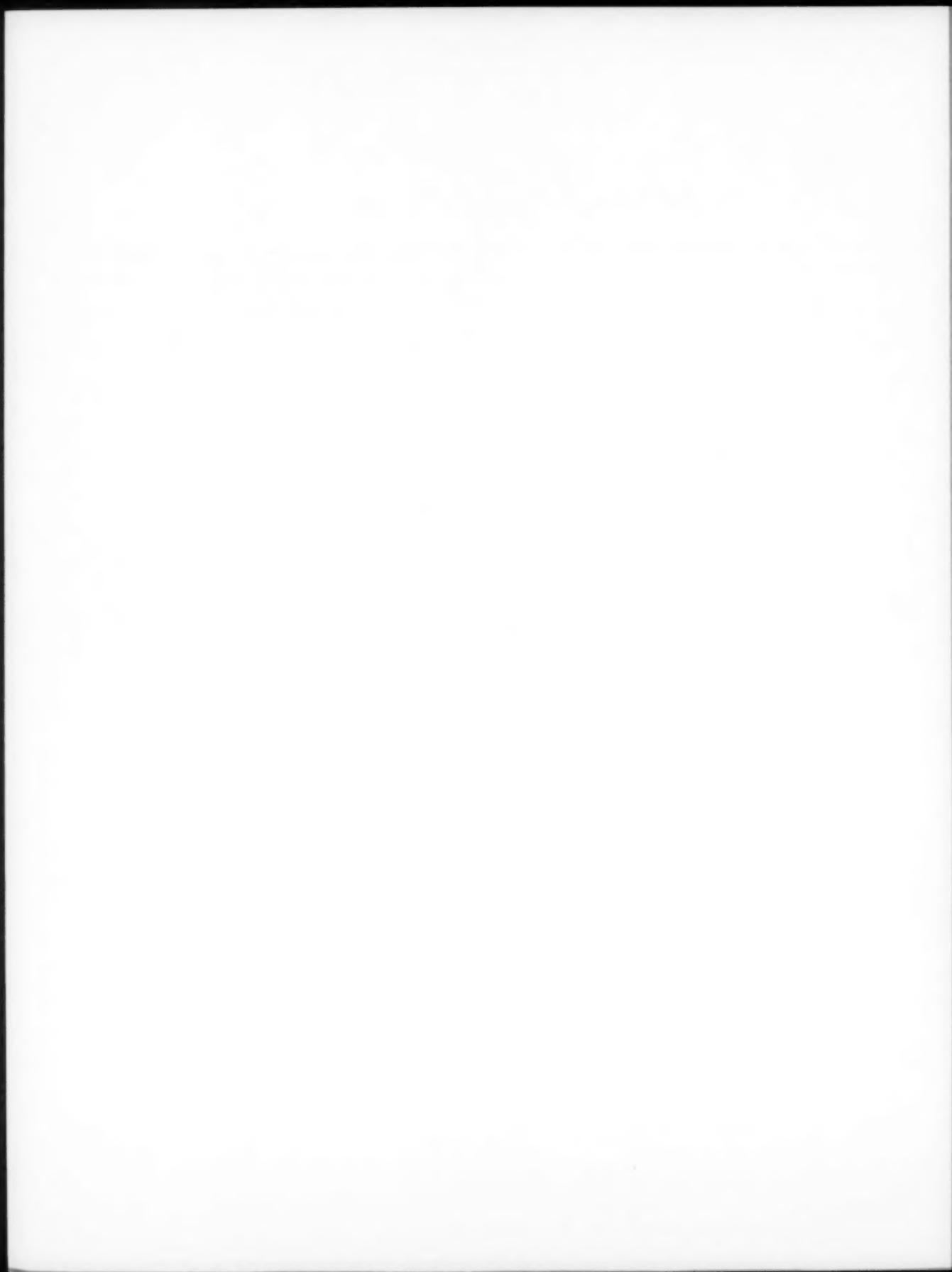
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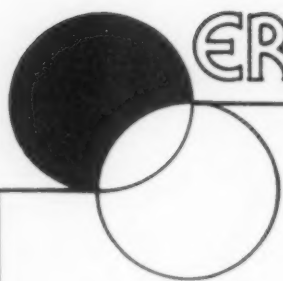
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